Change, Conflict, and Consequences:

A Thematic Unit Focusing on Nationalism, Imperialism, and WWI

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Part I: Introduction

Change, Conflict, and Consequences

A. Introduction:

I will be teaching this unit in a 7th grade Social Studies classroom at Salem Middle School. Salem Middle uses the Professional Learning Community technique to provide equilibrium among the 7th grade students. The PLC will come together before the unit is taught and share ideas. Specific materials and activities will be chosen for the entire grade level. The unit will be taught in two separate classes. Each class is approximately 60 minutes long. The students in these classes are between twelve and thirteen years old. The first class has fifteen students and two-thirds of the students are male. The second class has twenty-nine students and over half of the students are male. The majority of the students are white/Caucasian with a small portion of African American, Hispanic, and Asian students. The students have varying backgrounds, socioeconomic statuses, and family structures. Both classes are heterogeneously mixed by ability level. At this point, I am not aware of any specific IEPs. Through my observations, I have seen the students work extremely well together and have noted their high ability level. Each classroom is equipped with five computers for student use. This class uses an Interactive Learning Log (ILL) as consistent method of instruction. The students respond well to this method and I intend to incorporate the ILL into my lessons.

B. Organizational Principle:

This unit covers Nationalism, Imperialism, and World War I. It was difficult to decide on the theme for this particular unit because of the wide range of topics. I chose "Change, Conflict, and Consequences" because these three underlying ideas can be found within all the topics I will be covering. Nationalism itself is a huge change within a country. Nationalistic ideas bring about change in a country's structure, culture, and ideals. Within Imperialism, we also see change. Imperialism mixes cultures, destroys cultures, and catalyzes change. During World War I, the entire world changed. There was new technology, new allies/enemies, and new global interactions. Middle school students will respond to the concept of change because it is familiar to them. Their lives are in a consistent state of change. They have sudden changes in relationships, attitudes, and personal principles. This is a time when they are discovering who they are and the constant change is a result of this process. The next part of my theme is conflict. As nationalism grew across the world, countries began to expand into weaker countries. This Imperialism leads to conflict. Countries began to fight one another over land and raw materials. These conflicts escalated to a much larger conflict, World War I. Students can relate to and are interested in conflict. Students enjoy hearing about the dramatic parts of history, such as WWI. The last part of my theme is consequences. Consequences can be seen all throughout history. There are huge consequences that resulted from Nationalism, Imperialism, and World War I. The deaths of many, the destruction of cultures, global hostility, and war are some of the many consequences of this time period.

It is important for students to understand that all actions have consequences. This is a lesson that they need to learn. I believe they will learn this lesson by learning about mistakes of the past that resulted in so many consequences.

C. Primary Subject Matter Focus:

In this unit, I will be covering Nationalism, Imperialism, and World War I. We will be looking at the overarching ideas of Nationalism and how it grew. Specifically, we will be looking at the growth of Nationalism within Japan, Italy, and Germany. This topic covers the North Carolina Essential Strand for Social Studies **7.C.1: "**Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions." I believe that this topic is important for students to learn about because it displays both the positive and negative sides of Nationalism. Nationalism is still an issue today; students need to know this information in order to become well-rounded citizens of the world. Within our study of Imperialism, we will look at the partition of Africa and the colonization of Asia. This topic covers the North Carolina Essential Strand for Social Studies **7.E.1:** "Understand the economic activities of modern societies and regions." Imperialism is also a topic we see in the modern world. This issue is one that will continue to be prevalent in the future. Students should be informed on what Imperialism is and the consequences that result from Imperialism. Lastly, we will look at World War I. This is a turning point in the history of the world. This war marks the beginning of modern day warfare and international relations. This topic covers the North Carolina Essential Strand for Social Studies **7.H.2:** "Understand the implications of global interactions." Students should be able to understand the causes, conflict, and the consequences of World War I. By understanding these aspects, they know the ramifications of wars and hopefully will not make the same mistakes of the past. My unit on this topic will incorporate web 2.0 materials, inquiry based learning, activities that require creativity, and collaboration.

D. Organizing Questions:

1. How does Nationalism change a country's structure, government, and culture?
2. What effects does Imperialism have on country's culture, economy, and citizens?
3. How did Nationalism and Imperialism lead to a worldwide conflict?
4. What effects does war have on nations, citizens, technology, and global relations?
5. What consequences resulted from Nationalism, Imperialism, and War World I?

E. Goals:

1. For the students to understand how governments cultivate nationalism among their people.
2. For the students to understand the repercussions of Imperialism.
3. For the students to appreciate the stability of war being fought in a foreign country opposed to their home country.
4. For the students to understand how past historical events affect modern day life.

F. General Unit Objectives:

SWBAT: [Students will be able to:]

Cognitive:

1. Recognize the effects of governmental activities on the people.
   - **1.1:** Understand political decisions.
   - **1.2**: Understand how politics affect the people.
   - **1.3:** Identify specific governmental motives.
2. Use primary sources to gain a clearer understanding of a particular time period or event.
   - **2.1:** Analyze primary sources.
   - **2.2:** Use information from primary sources to gain a clearer understanding of a particular time period or event.
   - **2.3:** Utilize primary sources to create a narrative.
3. Understand how cultures affect one another.
   - **3.1:** Predict possible outcomes for specific global interactions.
   - **3.2:** Understand the influence of global negotiations**.**
   - **3.3:** Understand the implications of Imperialism.
4. Recognize the impact of war.
   - **4.1:** Understand the underlying causes of war.
   - **4.2:** Understand the impact that war has on individual citizens.
   - **4.3:** Understand how war impacts those at home.
   - **4.4:** Understand how war impacts soldiers.

Affective:

5. Relate to diverse groups of people.
   - **5.1:** Relate to the personal experiences of soldiers during World War I.
   - **5.2:** Relate to the experiences of Native Africans during the colonization of Africa.
6. Collaborate effectively with peers.
   - **6.1:** Brainstorm as a group.
   - **6.2:** Make choices as a group.
   - **6.3:** Create a collaborative writing and drawing product.
   - **6.4:** Present a collaborative product as a group.
   - **6.5:** Utilize class time to work with peers.
7. Express themselves creatively.
   - **7.1:** Utilize creative abilities to construct an original product.
8. Connect personal experiences with the experiences of those living in a previous time.
   - **8.1:** Relate in-class activities to a past historical event.
   - **8.2:** View primary sources from a personal perspective

9. Listen to their peers during classroom activities/presentations.
    - **9.1:** Listen attentively to others.
10. Participate in class activities and individual assignments.
    - **10.1:** Participate in class discussions.
    - **10.2:** Compose in-class writing.
    - **10.3:** Apply creative abilities.
    - **10.4:** Take notes on presentations using guided notes.

Performance:

11. Present information to the class with confidence
    - **11.1:** Use effective speaking skills.
12. Compose various forms of discourse
    - **12.1:** Write thoughtfully composed responses to prompts.
13. Demonstrate knowledge through various presentations
    - **13.1:** Demonstrate knowledge of a subject through the use of web 2.0 technology

Common Core Standards

- **CCSS-ELA-W-(7)-1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS-ELA-W-(7)-2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS-ELA-W-(7)-3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS-ELA-SL-(7)-1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
- **CCSS-ELA-SL-(7)-5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **CCSS-ELA-SL-(7)-6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **CCSS-ELA-RH-(7)-1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCCSS-ELA-RH-(6-8)-2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS-ELA-RH-(6-8)-4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS-ELA-RH-(6-8)-7:** Integrate visual information (e.g., in charts,

graphs, photographs, videos, or maps) with other information in print and digital texts.

North Carolina Essential Strands

- **7.H.1:** Use historical thinking to analyze various modern societies.
- **7.H.2:** Understand the implications of global interactions.
- **7.G.1:** Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
- **7.E.1:** Understand the economic activities of modern societies and regions.
- **7.C&G.1:** Understand the development of government in modern societies and regions.
- **7.C.1:** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

G. Possible Materials & Supplementary Text:

Items with an asterisk are used within this Unit!

<u>Technology Related Materials</u>

- Document Camera*
- Projector*
- Animoto website
- Classroom TV
- VHS Player
- Computer (Teacher)*
- Salem Middle School Media Center
- Classroom Computers with internet access (5 computers)*
- Voki website
- Congress of Vienna PowerPoint*
- "Meiji Restoration" Song* (http://www.youtube.com/watch?v=dWFNHQ_4cU8)
- Prezi Presentation "The Unification of Italy"*
- Crimean War Video
- Map of German State before the unification of Germany*
- Dipity class timeline on Africa * http://www.dipity.com/alexandra727/Africa/
- Map of the Partition of Africa* http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php
- Posters of WWI Propaganda
- History Channel Video about the causes of World War I: * (http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i)
- Prezi Presentation "The Road to War": * (http://prezi.com/33i87dx10fd8/the-road-to-war/)
- List of approved websites for WWI technology webquest *

- Posters of WWI Technology
- Google Map site *
  http://www.google.com/mapmaker
- Primary source picture of the bunkhouse at the Augusta Arsenal Training School in Georgia, Retrieved from: *
  http://www.loc.gov/exhibits/treasures/images/vh0044s.jpg
- Letters Home-Primary Source Documents retrieved from: *
  http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/197437.stm
    - Becoming a man (12 copies)
    - Over the top (12 copies)
    - Pray for me (12 copies)
    - The real state of affairs (12 copies)
- Treaty of Versailles Video *
- Online Jeopardy Review Game *

<u>Reference Materials</u>

- Classroom Library
- ILL Notebooks*
- Classroom Dictionaries *
- Classroom Encyclopedias
- Social Studies Textbook
- Map of the World
- Map of Africa
- Map of the U.S
- Map of Asia
- Map of Europe
- Salem Middle School Library
- Globe
- Historical Documents*

<u>Instructional Materials/Handouts</u>

- Article on the Congress of Vienna
- "Continent of Salem Middle School" Map *
- "Create-A-Country" Handout (5 copies for each class) *
- Congress of Vienna Guided Notes Page (44 copies) *
- "Meiji Restoration" Article (44 copies) *
  http://www.citelighter.com/history/history/knowledgecards/meiji-restoration?r=other-topics&r_data_id=2885
- Information Packets: *
    - The Austrian-Prussian War
    - The Franco-Prussian War
    - Otto von Bismarck
    - Wilhelm of Prussia
- Map of Africa
- Group # 1 Suez Canal Information Packet (2 copies) *

- Group # 1 Suez Canal Dipity Direction Sheet/Guide (2 copies) *
- Group # 2 Richard Burton and John Speke Information Packet (2 copies) *
- Group # 2 Richard Burton and John Speke Dipity Direction Sheet/Guide (2 copies) *
- Group # 3 King Leopold II and Henry Morton Stanley Information Packet (2 copies) *
- Group # 3 King Leopold II and Henry Morton Stanley Dipity Direction Sheet/Guide (2 copies) *
- The Scramble for Africa Guided Notes Page (44 copies) *
- Article on the Opium Wars
- Video on the Opium Wars
- Map of Asia
- Unlocking Asia Guided Notes (44 copies)*
- 3x3 vocabulary review (44 copies) *
- Vocab definitions page (44 copies) *
- WWI Alliances Article (44 copies) *
- Alliance Web
- The Road to War Guided Notes (44 copies) *
- "Anti-War v. Pro-War Project" direction sheet (8 copies) *
- List of approved websites for WWI technology activity and list of prompts *
- Study Guide for Nationalism, Imperialism, and WWI Test*
- Nationalism, Imperialism, and WWI Test*
- Candy*

<u>Aesthetic Materials</u>

- Scissors
- Markers (class set)
- Colored Pencils (class set) *
- Glue Sticks (class set)
- Highlighters (class set)
- Rulers (class set)
- Construction paper
- Poster Board (10 pieces) *

H. Possible Activities/ Instructional Strategies:

- Mock Global Interactions Activity (Congress of Vienna)
- PowerPoint Presentations
- Class Discussions
- "Who am I?" Activity
- Label Maps
- In-class reading/annotating of a Japanese Nationalism Article
- Writing Activity based of a song about the Meiji Restoration
- Journal activity- written from the perspective of a Italian citizen during the unification process

- Jigsaw Activity- German Unification
- Direct Instruction
- Class Debate on Imperialism
- Mock Berlin Conference
- Dipity Timeline on the events leading to the Berlin Conference
- Journal entry from the perspective of a Native African during Imperialism
- *Things Fall Apart* reading
- Candy experiment to display a closed-door policy
- 3x3 vocabulary review
- In-class reading/annotating of WWI Alliances Article
- Alliance web
- Video on WWI Causes
- Prezi Presentations
- Anti-War v. Pro-War Project (Causes of WWI)
- Webquest on the technologies of WWI
- Presentation on WWI battles
- Online Google Map Activity (Battles of WWI)
- Picture based discussion
- Analysis of Primary Source Letters from WWI
- Writing a letter from the perspective of a WWI soldier
- *All Quiet on the Western Front* Reading
- Treaty of Versailles predicting consequences activity
- Study Guide for Nationalism, Imperialism, and WWI Test
- Nationalism, Imperialism, and WWI Test

I. Unit Map/ Narrative Overview:

Day 1: "What Happened in Vienna?"- An introduction to the unit, Nationalism, and the containment of nationalism. (Lesson Plan Provided)

- **Bridge:** Students will complete an analysis of the term "Nationalism".
  - They will be asked to write down possible definitions or examples.
  - Students will then be asked to share what they wrote.
  - The teacher will guide them as they break down the word in order to discover the meaning.
- **Activity:** Students will collaborate with their peers to create a fictional country.
  - The students will be broken into groups of 5.
  - Each group will be given a "Create-A-Country" handout.
  - They will be asked to choose the country's name, government, laws, traditions, and flag.
  - After the students have finished, they will be shown a map that displays their countries' size and location. (The countries will vary in size, share boarders, and some will be landlocked)
- **Discussion**: A class discussion about the global relations that may result from this map.

    - Example Questions: What are possible problems? Which of these countries do you think would become allies or enemies? What are the advantages/disadvantages to displaying Nationalism?
- **Direct Instruction:** Explanation of how nationalism caused several problems throughout Europe, especially after Napoleon and the Congress of Vienna. (Congress of Vienna PowerPoint Presentation)
    - Students will be provided with guided notes.
    - There will be time after the presentation for students to ask questions.
- **Closure:** Students will be asked to predict possible problems they see resulting from the Congress of Vienna.

Day 2: "The Rise of Japan" – A history of western influence, the Meiji Restoration, and Nationalism.

- **Bridge:** A brief discussion as a review of the Congress of Vienna and nationalism. Students will be asked to define the term nationalism. Students will then be asked to talk about what happened at the Congress of Vienna. At this time, the students will be asked to share their predictions of the possible consequences they see resulting from the Congress of Vienna.
- **Article:** In this lesson, we will be doing an in-class reading of an article about the Meiji Restoration, western influence on Japan, and Japanese Nationalism. The article will be read aloud by the teacher and the students. As the article is read the students will be asked to annotate the article. The teacher will ask guided questions throughout the article to insure the students' retention of the information provided.
- **Closure:** Students will then be asked to listen to a song about nationalism in Japan, the Meiji Restoration. This song is done in the tune of the popular song "I Got a Feeling" by the Black Eyed Peas. This song is a nice review of what the students learned today. Link: http://www.youtube.com/watch?v=dWFNHQ_4cU8. While the students listen to the song, they will be asked to write down three things they learned about Japanese nationalism. This will be turned in on the students' way out.

Day 3: "Bringing Italy Together" – The Unification of Italy.

- **Bridge:** The students will be asked to write a paragraph in response to the prompt: What would the North American continent be like if all of the states were separate countries? The students will be allowed a few minutes to write their answer down. Next, the students will be allowed to share their answers. (Target Answer: Chaos, difficult travel, different laws, etc.)
- **Direct Instruction:** The students will watch a Prezi presentation on the Unification of Italy. Students will learn about important figures: Giuseppe Mazzini, Giuseppe Garibaldi, Camillo Benso, and Victor Emmanuel II. The presentation will also cover the Crimean War. The students will be provided with guided notes. The students will be asked to fill in the

guided notes as the presentation progresses. These guided notes will be attached to their ILL and checked for completion at a later date. The will have their notes to use as a resource when studying. The ILL notebooks will be collected periodically throughout the unit. The students will be permitted to ask questions and make comments throughout the presentation.

- **Journal Activity:** After learning about the Unification of Italy, the students will be asked to apply that knowledge to a journal entry. The students will be asked to write a one-page journal entry from the perspective of a civilian living in Italy during the unification process. Within their journal entry, the students must mention at least two of the historical figures we discussed and the Crimean War. The students will be asked to display a personal tone within their writing. (Example: How they feel about the country being unified? How the fighting is affecting their lifestyle? Do they think unification is a good idea? Etc.) The students will be asked to attach their journal entry to their ILL notebook. The ILL notebooks will be collected periodically throughout the unit.
- **Closure:** The students will be asked to share some their journal entries with the class. The students will be asked to discuss how they think the people of Italy were responding to the Unification. The students will have a few minutes to share their thoughts. The students will then be asked, what kind of consequences do you see becoming of this unification?

Day 4: "Piecing Germany Together" – The Unification of Germany.

- **Bridge:** The students will be shown a map of the German states before the unification of Germany. The teacher will then describe the German Confederation (An organization of 39 German states, established by the Congress of Vienna) and the Zollverein (A coalition of German states formed to manage customs and economic polices).
    - The students will be asked to infer what type of change is about to take place. The students will be allowed to predict several outcomes.
- **Jigsaw Activity:** The students will be completing a Jigsaw activity about the unification of Germany
    - The students will be broken up into "Home Groups" (4 students in each "Home Group")
    - Each member of the group will be assigned a topic to become an "expert" in. The topics are:
        - The Austrian-Prussian War
        - The Franco-Prussian War
        - Otto von Bismarck
        - Wilhelm of Prussia
    - The students will then move into their "expert groups". Where everyone in that group has been assigned the same topic.

- The students will then use the information packets they have received. They will use this information to answer specific questions about their topic. The questions are
  - The Austrian-Prussian War
    - When did this war occur?
    - Who was involved?
    - What was the conflict?
    - What was the result of the war?
  - The Franco-Prussian War
    - When did this war occur?
    - Who was involved?
    - What was the conflict?
    - What was the result of the war?
  - Otto von Bismarck
    - Who was he?
    - Why was he important to the unification of Germany?
  - Wilhelm of Prussia
    - Who was he?
    - Why was he important to the unification of Germany?
- After the students have finished becoming "experts", they will move back to their "home group".
- Within their "home group", they will take turns teaching others about the topic they have just studied.
- The Students will be provided with guided notes to fill in as their fellow classmates instruct them.

- **Closure:** The teacher will do a brief overview of what they students just learned. The students will be asked questions about the varying topics. The teacher will judge the students knowledge by these questions. At this time, the students will have the opportunity to ask any questions or fill in their guided notes page. Their guided notes page will be attached to their ILL notebooks. The ILL notebooks will be collected periodically throughout the unit.

Day 5: "We are Taking over!" – Introduction to Imperialism.

- **Bridge:** A class discussion based on the question: What would happen if the Middle East stopped selling oil to the United States? The students will be asked to infer the implications of this action.
- **Direct Instruction:** The students will be learning about what Imperialism is. The students will be given the definition of Imperialism (The seizure of a country or territory by a stronger country). The students will then be asked to recall information about the Industrial Revolution. The students will then be asked to infer how the Industrial Revolution fueled Imperialism? (Target Answer: European nations wanted more colonies to trade with and to receive raw materials from).

The students will then be learning about Social Darwinism and how European nations used Darwin's ideas to justify their actions.

- **Debate:** The class will debate Imperialism
    - The class will be split in half. One side will be Pro-Imperialism and the other side will be against Imperialism. The students will use their knowledge of Imperialism, the Industrial Revolution, and Nationalism to justify their answers:
    - Example debate question:
        - Should European nations be allowed to colonize other territories?
          Target Answer:
          Pro-Imperialism: Yes, because they need the raw materials to support their industry and economy
          Anti-Imperialism: No, the raw materials belong to the people who live in that area. It is not right for European countries to take what is not theirs.
- **Closure:** After the debate, the students will be asked to return to the initial question. Have their attitudes changed? Why? Would it be okay for the U.S. to invade the Middle East and take their oil? Answers will vary.

Day 6: "A Scramble for Africa" – The partition of Africa. (Lesson Plan Provided)

- **Bridge:** The class will begin with a brief overview of what Imperialism is and how the Industrial Revolution fueled Imperialism. The teacher will ask the students what Imperialism is. (Target answer: The seizure of a country or territory by a stronger country. The students will then be asked how the Industrial Revolution fueled Imperialism. (Target answer: The Industrial Revolution provided European countries with a reason to add lands to their control as they searched for new markets and raw materials to improve their economies). The students will then be told that today we will be looking at Imperialism in Africa. Africa had many raw materials that European countries wanted. Competition soon began to arise between European nations over African territories. Today, we will be studying the partition of Africa between European nations.
- **Dipity Timeline Activity:** The students will be completing a research activity on the events leading up to the Berlin Conference. The students will display their information on a dipity timeline to share with the class.
    - The students will be broken up into three groups. Each group will be assigned a different topic. The topics are:
        - The Suez Canal
        - Richard Burton and John Speke
        - King Leopold II and Henry Morton Stanley
    - The students will be given an information packet on their topic and a direction sheet customized for their topic.
    - The students will use their information packets as a resource for writing their paragraphs. Their paragraph needs to be written as a

group effort. There is a space on the direction sheet for them to write their paragraph.
    - The will be directed to go to the dipity website and log on. A link, username, and password are provided on the direction sheet.
    - Here, they will add their paragraphs to the class timeline. Their paragraph needs to placed on the timeline according to the date of their topic
- **Presentation of the Timeline:** The teacher will present the timeline the class has created. The teacher will add information that the students may have left out. The students will be asked to follow along with the guided notes they have been provided.
    - Event 1: (1857) Richard Burton and John Speke traveled to Africa in hopes of finding the source of the Nile River
    - Event 2: (1862) John Speke and Richard Burton disagreed on the source of the Nile River.
    - Event 3: (April 25, 1859) The Suez Canal is located in Egypt. The Canal connects the Mediterranean Sea and the Red Sea. The French began construction on the Suez Canal on April 25, 1859.
    - Event 4: (November 17, 1869) Construction on the Suez Canal ended on November 17, 1869. This Canal is important because it allowed more goods to be shipped throughout the world. Ships from Europe did not have to go all the way around Africa to reach Asia.
    - Event 5: (1877) Henry Morton Stanley was sent by King Leopold of Belgium to explore the Congo in 1877.
    - Event 6: (1884-1885) King Leopold II was the King of Belgium. In 1884-1885 he conquered the Congo and ruled over the Congo Free State in Africa. King Leopold II was cruel to the native people.
    - Event 7: (1884) Berlin Conference: The major powers of Europe met in Berlin to establish rules for the division of Africa. Any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area.
- **Closure:** The students will be shown a map that displays the partition of Africa. The map will be projected on the board. The students will be told that the map represents the partition of Africa after the Berlin Conference. The students will be told that the native people of Africa had no say in who colonized their territory. The students will be asked to write a journal entry from the perspective of a Native African. How do they feel about European nations taking over? How is this affecting their culture? The students will attach their guided notes sheet to their ILL and write their journal entry on the next page.

Day 7: "Unlocking Asia" – War and Trade with Asia.

- **Bridge:** Before the students come to class, I will place a very large pile of candy on my desk. This pile of candy will be very visible to the students. As the students come into class, I will be standing in front of my desk. The

students will begin asking me questions about the candy. I will remain silent. After the whole class is in the room, I will ask the students if they like my candy. (Target Answer: Yes!) I will then ask the students if they want some of my candy. (Target Answer: Yes!). I will then inform the students that they are not allowed to have any of my candy. (Target Response: Anger) I will tell the students that I have so much candy but I do not feel that it is a good idea to share. Giving them candy might mess up my desk and it may cause chaos. (Target Response: The students will begin to try and reason with me.) I will hold firm and not give them the candy.

- **Discussion:** There will be a class discussion about the bridge activity. The students will be asked the following questions.
    - How did it feel to see something that you want and not be able to get it? (Target Answer: Frustrating)
    - Did my reasoning for not giving you candy persuade you to not want it? (Target Answer: No)
    - Did it make you mad that I did not listen to your pleas for candy? (Target Answer: Yes)

  The students will be told this is an example of a closed-door policy. A closed-door policy is when a country chooses not to trade with other countries. Countries chose this closed-door policy to protect themselves from outside influences.
- **Direct instruction:** The students will be told to take notes on their guided notes page during the presentation. The students will be told that China had a closed-door policy. They did not want to trade with the Europeans because they were afraid it would taint their culture. The outside world was frustrated just like you were frustrated with me. The other countries knew that China had a wide range of goods and they wanted to trade. China would not allow it. Nations began to secretly trade with China, despite their government's wishes. What possible consequences may come of this? (Target Answer: War). British Merchants begun selling Opium in China. The Chinese government did not want this drug within their borders. This started the first of several disputes called the Opium Wars. The British forced their way into China with their fleet. The British mandated the Chinese government to open their ports to them. Similar conflicts opened more of China up to western influences. These wars ended with the Treaty of Tientsin. China was now completely open to western influence. They now had an open-door policy. In 1900, the Boxer Rebellion broke out. These men wanted to remove the western influence in China. They did not like how their culture was changing because of western influence. This rebellion was quickly defeated but it left the people of China with a strong sense of Nationalism.
- **Closure:** The students will be asked to write a brief paragraph on the guided notes page. Their guided notes will be attached to their ILL notebook. The ILL notebooks will be collected periodically throughout

the unit. Within this paragraph, they will be answering the following prompt:

- Do you think it was fair for China to have a closed-door policy?
- Was it right for the British to force China to open their doors?
- Predict some consequences of China being forced into having an open-door policy.

Day 8: "Reviewing and Reevaluating" – This is the midway point through the unit. This will be a time where the class is able to review what they have learned. The teacher will assess the student's knowledge and decide if the students need more time on previous topics.

- **Bridge:** At the beginning of class, the students will be asked to take out a sheet of paper. On the paper they will be directed to write down any questions they may have about Nationalism and Imperialism. These questions can cover anything on the topic. The students will be asked to fold their papers. The sheets of paper will be collected and put into a hat. The teacher will draw sheets of paper out of the hat and ask the students the questions. If the students do not know the answer, the teacher will answer the question. The teacher can judge how well the class is retaining the information. Half of the questions will be answered during this portion of the class.
- **Vocab Activity:** The students will receive a list of all the vocab terms we have covered so far. On this vocab sheet are the terms and blank lines for definitions. The terms will be:

Nationalism	The Congress of Vienna
The Meiji Restoration	The Crimean War
Zollverein	The Austrian-Prussian War
The Franco-Prussian War	Otto von Bismarck
Victor Emmanuel II	Social Darwinism
Giuseppe Mazzini	Imperialism
King Leopold II/ Henry Morton Stanley	The Suez Canal
Richard Burton/ John Speke	The Berlin Conference
Open Door Policy	The Boxer Rebellion
The Opium War	The Treaty of Tientsin

  - The students will be asked to move around the classroom and get the definitions from their classmates.
  - After a classmate gives you a definition, have that classmate sign their name next to the definition.
  - You may only have three definitions from the same person.

- **3x3 Vocab Activity:** The students will then be directed back to their seats. They will be given a blank 3x3 vocab activity sheet:

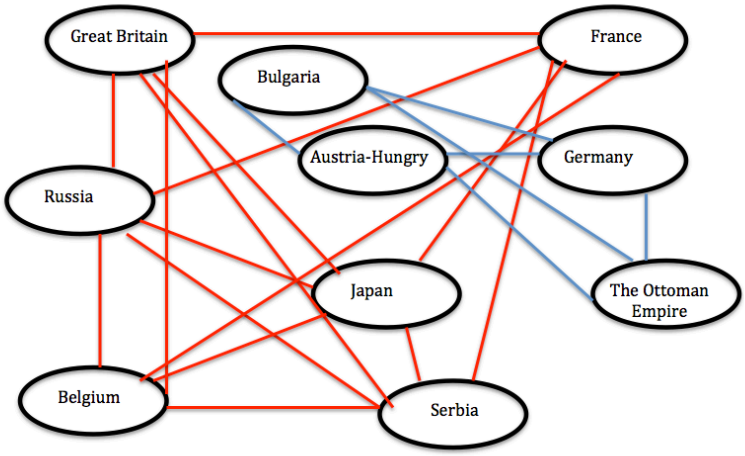
Column 1 Down: _____
Column 2 Down: _____
Column 3 Down: _____
Row 1 Across: _____
Row 2 Across: _____
Row 3 Across: _____

  - The students will be told to choose nine words from their vocabulary sheet and put them in the boxes on their 3x3. (Preferably the students will use words that challenge them)
  - The students will then be asked to make sentences using these words. Each sentence must have three vocab terms. The terms used in the sentence should correspond with the chart.
  - As the students are working on the charts. They will be asked the remainder of the questions from the hat.
- **Closure:** The students will be asked: Are there any topics they are still unclear on? The teacher will answer the questions accordingly. The teacher will then collect the 3x3 and the definitions sheet. These sheets will be looked over for comprehension. The teacher will judge how the students are doing with these topics by reviewing these sheets. The sheets will be returned to them to use as references throughout the unit.
- [Ref. Crystal Simmons- Instructional Materials]

Day 9: "Ganging Together" – The World War I Alliances.

- **Bridge:** What is an alliance?
  - The teacher will begin with a blank word document.
  - The teacher will ask the students to guess what the word is as it is typed slowly.
  - The teacher will slowly type the word Alliance. Allowing time for students to guess what the word is.
  - The students will then be asked to guess what the word means or give examples of the word. Several students will be allowed to answer.
  - The teacher will tell the students that an Alliance is a union or association formed for mutual benefit.

- **Annotated Article and Web Activity:** The students will be reading an article about the alliances that were made before WWI. The article will be read and annotated as a class. The teacher will ask questions and make comments to insure retention. The students will be completing a web activity as they read the article. The article and the web activity will be attached to their ILL notebook. The ILL notebook will be collected several times throughout the unit and checked for completion of activities.
    - The students will be asked to write the following countries on a blank sheet of paper. These countries need to be spaced out randomly on the page. The students will be asked to circle each country.
        - Austria-Hungry
        - France
        - Germany
        - Belgium
        - Russia
        - Great Britain
        - Serbia
        - Japan
        - The Ottoman Empire
        - Bulgaria
    - The students will then be given an article about the alliances that were formed before WWI.
    - As the students read they will be asked to draw lines in between countries that became allies.
    - The teacher will be directing the students when and where to draw the lines. The students will be using two different colors. (Red and Blue) The teacher will tell the students when to use red and when to use blue. (The red will represent the Entente Powers and the blue will represent the Central Powers.)
    - By the end of the article the students should have created a complicated web on their sheet of paper.
    - Example:



- **Closure:** The students will be asked to make predictions about this web of alliances. What possible problems do you see resulting from these alliances? The students will be allowed to share their answers with the class.

Day 10: "Where it All Began!" – A study of the causes of World War I. (Lesson Plan Provided)

- **Bridge:** The class will begin with a brief overview of previous knowledge. This will take the form of a class discussion. (They will be able to refer to their chart they created the previous day)
    - What is an alliance?
    - What alliances were being formed before WWI?
- **Video:** As an introduction, a History Channel video will be shown to the class. This video is a brief description of the causes of World War I.
    - Students will be asked to follow along with the video and write down a few notes.
    - After the video, the students will be asked to discuss some of the causes they saw in the video. (Target Answers: The assassination of Archduke Franz Ferdinand, growth of European militaries, expansion of empires/Imperialism, growing Nationalism, and the formation of allies)
- **Direct Instruction:** A description of the causes of World War I, the major players, and declarations of war. ("The Road to War" Prezi Presentation)
    - Topics covered: Nationalism, Imperialism, Militarism, Alliances, Neutrality, Triple Alliance, Triple Entente, Assassination of Archduke Franz Ferdinand, Gavrilo Princip, and Declaration of War timeline.
    - Students will be provided with guided notes.
    - There will be time after the presentation for students to ask questions.
- **Activity:** Students will be collaborating with their peers to create Anti/Pro war posters for World War I:
    - Students will be broken up into four groups.
    - Two groups will be assigned the position of anti-war and two groups will be assigned the position of pro-war.
    - Each group will be given the Anti-War v. Pro-War Project direction sheet.
    - The students for this project will be told to pretend that they are citizens of Europe in 1914. The world is on the brink of war. It is their job to create a poster that represents the position on war that their group has been assigned. On the poster they must include a creative title, three reasons the world should or should not go to war, and one cause of World War I. (If their group is Anti-War discuss why this cause should not lead to war. If their group is Pro-War discuss why this cause should lead to war.) Their posters

should be alluring to the voter. Their goal is to convince the class to agree with their position.
    - The students will be told that they are presenting their posters to the class tomorrow.
    - At the bottom of the direction page they will be asked to write what each group member did in the project.
    - The students will be given the remainder of the class period to work on their posters.
- **Closure:** Students will be told that they will have some time at the beginning of the next class to finish up their posters and prepare for their presentations. Students will then use the remainder of class time to put away supplies.

Day 11: "Anti-War v. Pro-War" – Poster presentation day

- **Bridge:** The students will be told they have the first half of the class to finish their posters and prepare for their presentations. The students will be allowed to get back into their groups and get right to work!
- **Presentations:** The students will be told to put all materials away and return to their seats. The groups will alternate presenting. (Example: Anti-War, Pro-War, Anti-War, and Pro-War). The presentations should include:
    - Display and Describe their Poster
    - The three reasons the world should/should not go to war
    - One cause of WWI
        - Pro-War: How this cause should be seen as a reason to go to war
        - Anti-War: How this cause should be seen a reason not to go to war
- **Closure:** At the end of the presentations, the class will take a vote. The class will be asked to raise their hands if they believe the world should go to war. (The teacher will count) The class will be asked to raise their hands if they believe the world should not go to war. (The teacher will count). The verdict will be announced to the class. Before class ends, the teacher will collect the posters and direction sheets for grading.

Day 12: "Bang! Bang!" – A study of the new technology in World War I.

- **Bridge:** The class will be opened up with a discussion about modern war technology. The students will be discussing the following:
    - What would modern warfare be like without modern day technology?
    - What type of weapons would we be using?

  Today, we will be looking at the new technology that was developed during World War I. This war marks the beginning of modern day warfare.
- **Webquest Activity:** The students will be completing a webquest about the technology in WWI. The class will be split into groups. Each group will be assigned a new technology. It will be their responsibility to research

that technology, answer a few questions, and present their findings to the class.
    - The students will be broken up into five groups.
    - Each group will have access to one classroom computer.
    - The groups will be given a list of websites they can search to find information about their technology.
    - The students will have to print a picture of the technology and answer a list of prompts:
        - Description of Technology.
        - How the technology changes warfare?
        - Advantages of the technology.
        - Disadvantages of the technology.
- **Technology Presentations:** The students will present their findings to the class. The class will be given guided notes to fill in as the presentations progress. The students will attach their guided notes to their ILL to use as a reference. The ILL notebooks will be collected throughout the unit and checked for the completion of activities. The topics covered in the presentations will be:
    - Submarines
    - Armored Tanks
    - Airplanes
    - Poisonous Gases
    - Machine Guns
- **Closure:** The class will be asked to relate two of the technologies we learned about today to modern day technologies. The students will write these at the bottom of their guided notes. The students will be asked to share some of the connections they have made with the class.

Day 13: "Conflict" – The battles of World War I

- **Bridge:** The students will be asked to discuss some of the technology we learned about the day before. Today, we will be looking at how the technology was used in World War I.
- **Direct instruction:** The students will be given guided notes to fill in as the teacher reviews the battles of WWI presentation. The guided notes will be attached to the students' ILL notebook. The ILL notebooks will be collected throughout the unit and will be checked for the completion of activities. The teacher will give the location, the players, the result, and other relevant information about the following battles:
    - Battle of Marne
    - Battle of Tannenberg
    - Battle of Gallipoli
    - Battle of Verdun
    - Battle of Ypres
    - Battle of the Somme
- **Activity:** The students will then be using their notes to place the battles on an interactive map.

    - The students will be broken up into six groups. Each group will be assigned a different battle.
    - The students will be instructed to collaboratively write a paragraph about that battle. In the paragraph the students must include:
        - The location of the battle
        - Date of the battle
        - How long the battle lasted
        - Who was involved
        - What was the result
    - The students will then take turns adding the battles and their collaborative paragraph to the class Google map.
    - By the end of this activity the map should have six battles and descriptions.
- **Presentation of the Map/Closure:** At the end of the class, the teacher will pull up the completed map on the front board. The teacher will go over each battle with the students and show where the battle was located on the map. At this time the students may ask any questions for better understanding. The students will be given the link to the map so they will be able to access the map.

Day 14: "Voices of World War I" – A primary source study.

- **Bridge:** The class will begin with a discussion based off a primary source image from World War I. Students will be asked to view the image and make several inferences about the image based off previous knowledge.
    - They will be asked to infer who the men in the picture are and where they are.
    - The students will then be told they are soldiers in training in 1914 and the photo was taken in a bunkhouse at the Augusta Arsenal Training School in Georgia.
    - The students will then be asked to infer on the personal feeling of the men pictures.
    - At this point we have only been looking at the mechanics of war. Today, we will be looking at the war through a more personal lens.
- **Primary Source Activity:** The students will be looking at primary source documents from World War I to gain a more personal perspective of the war.
    - The students will be given a choice of four primary source letters to analyze.
    - The students will be asked to choose one letter that interests them.
    - The students will then be asked to read through their letter and circle any terms, phrases, or references they do not understand.
    - The students will be allowed to use classroom resources to analyze the document.

    - The students will then be asked to write a brief summary of the letter they have chosen.
    - The students will then be asked to share their summaries with the class.
- **Writing Assignment:** The students will be composing letters from the perspective of a soldier in World War I.
    - The students will be instructed to write a letter pretending to be a soldier in World War I.
    - The students will be able to use the primary source letters as an example.
    - The teacher will write the following instructions on the board:
        - Your letter must show knowledge of World War I:
            - Date your letter within the timeframe of World War I
            - Add a location
            - Discuss at least one battle we have learned about
            - Discuss some of the new technology from World War I
        - Your letter should have a personal tone:
            - Address your letter to someone specific (Ex: Mom, Sibling, Significant other)
            - Discuss personal experiences of the war
            - Discuss personal opinions of the war
            - Share how you are feeling at the time of writing your letter
            - Sign your name (Real or Imagined)
        - Be creative!
- **Closure:** The students will be told that if they did not finish their letter today, it is assigned for homework. At the beginning of the class the next day, the summary and the letter will be collected and graded. The picture from the beginning of the class will be projected back onto the board. The students will be asked if their initial ideas about this picture have changed. The students will be asked to share their thoughts with the class and share why their initial thoughts have changed.

Day 15: " What in the World Happened? – The conclusion of World War I.

- **Bridge:** The students will be told the war is finally coming to an end. There has been a huge change in the world. New countries have been established, new technology has been developed, and conflict has broken out across the world. Today, we will be looking at how this conflict will be resolved. The students will be asked to infer how the victors of WWI will "punish" those who have been defeated. The students will be allowed to share their answers with the class.
- **Direct Instruction:** The students will watch a video describing the Treaty of Versailles. The students will be given guided notes to fill out as the video progresses. The students will attach their guided notes to their

ILL notebook to use as a reference. The ILL notebooks will be collected periodically throughout the unit. The video they will be viewing will cover the location of the treaty, who was involved, who was rewarded, who was punished, territorial gains, territorial losses, reparations, disbarment, and the establishment of the League of Nations.

- **Consequences Activity:** The students will be asked to draw a "T" chart in their ILL notebook. On the top of the left hand side of the chart they will write "Terms of the Treaty of Versailles" and on the top of the right hand side of the chart they will write "Possible Consequences". The students will then have to write the following terms on the left hand side of the chart.
    - Germany had to accept the blame for the start of the war
    - Germany had to pay for the damage done during the war (Reparations)
    - Germany's military was severely restricted.
    - Germany's colonies were given away

  The students will then be asked to find a partner and brainstorm possible consequences of these terms. They will need to predict 2-3 possible consequences for each term of the treaty and state why this may happen.
- **Closure:** The students will be asked to share a few of their possible consequences. They need to first state the term, then state the consequence, and then state their reasoning. Each pair should share at least once with the class. The class will end with a reminder about the test coming up. The students should be reviewing all materials about Nationalism, Imperialism, and World War I.

Day 16: "Looking Back" - A review of Nationalism, Imperialism, and WWI

- **Bridge:** In the last few weeks, we have learned about Nationalism, Imperialism, and World War I. Tomorrow, you will have a test on all we have learned within the unit. Today, we are going to review what we have learned!
- **Review:** The students will complete an online jeopardy game. The students will be encouraged to take notes during the game. The questions in the review game will be directly related to the questions that will appear on their test. The students will be broken up into two teams. The teams will take turns answering questions about the unit. After each question is asked, they will have an opportunity to talk the question over with their group. The group will select someone to answer the question. If the team gets the question right they will receive the amount of points the question is worth. If the team answers the question incorrectly, the other team will have the option of stealing the question and receiving the points. Questions that are harder will be worth more points. The questions will be based off the following topics:

Nationalism	The Congress of Vienna
The Meiji Restoration	The Unification of Italy
The Unification of Germany	Imperialism

Social Darwinism	The Partition of Africa
The Berlin Conference	The Opium War
The Boxer Rebellion	WWI Alliances
Assassination of Archduke Ferdinand	Causes of WWI
WWI Technology	WWI Battles
The Treaty of Versailles	

- **Closure:** The students will be given the opportunity to ask any questions they have about the information on the test. The students will be reminded that the test is tomorrow. They need to study all the materials in their ILL notebook. There will be nothing new on this test.

Day 17: Test Day!

- Today, the students will be tested on their knowledge of the whole unit. They will have to define terms, answer multiple choice questions, short answer questions, and essay questions pertaining to Nationalism, Imperialism, and World War I. The students will have the entire class period to complete the test. If the students finish early, they will be permitted to silently read until the end of class.

Up Next: The next unit we will be covering is WWII and the Russian Revolution. The theme of Change, Conflict, and Consequences will also relate to this next unit. Students will see the consequences of the Treaty of Versailles, another major world conflict, and many global changes.

Part II:
Lesson Plans

1. "What Happened in Vienna?"
2. "A Scramble for Africa."
3. "Where it all began!"
4. "The Voices of World War I."

Lesson Title: What Happened in Vienna?
Context: This unit covers nationalism and imperialism leading to World War I. This lesson is the beginning of the unit and will start by defining nationalism. This lesson will also cover the Congress of Vienna and the attempt to contain nationalism.
Plan Number: 1 of 17
Specific Learning Objectives:
SWBAT: [Students will be able to:]

[Cognitive]

1. Recognize the effects of governmental activities on people.

1.1: Understand political decisions.

1.2: Understand how politics affect the people

3. Understand how cultures affect one another.

3.1: Predict possible outcomes for specific global interactions.

3.2: Understand the influence of global negotiations**.**

[Affective]

6. Collaborate effectively with peers.

6.1: Brainstorm as a group.

6.2: Make choices as a group.

6.3: Create a collaborative writing and drawing product.

6.4: Present a collaborative product as a group.

8. Connect personal experiences with the experiences of those living in a previous time.

8.1: Relate in-class activities to a past historical event.

9. Listen to their peers during classroom activities/presentations.

9.1: Listen attentively to others.

10. Participate in class activities and individual assignments.

10.1: Participate in class discussions.

10.2: Compose in-class writing.

10.3: Apply creative abilities.

10.4: Take notes on presentations using guided notes.

[Performance]

11. Present information to the class with confidence.

11.1: Use effective speaking skills.

12. Compose various forms of discourse .

12.1: Write thoughtfully composed responses to prompts.

Common Core:

- **CCSS-ELA-SL-(7)-1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
- **CCSS-ELA-SL-(7)-6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- **CCSS-ELA-RH-(6-8)-4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Essential Strands:

- **7.H.2:** Understand the implications of global interactions.
- **7.G.1:** Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
- **7.C.1:** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/ Technology Resources Needed:

- Document Camera
- Projector
- Computer
- "Continent of Salem Middle School" Map
- Colored Pencils (class set)
- "Create-A-Country" Handout (5 copies for each class)
- Congress of Vienna Guided Notes Page (44 copies)
- Congress of Vienna Power Point

Time: [60 minutes]

Procedures/Instructional Strategies:

I. **Bridge:** [8 minutes]

Write the word "Nationalism" on the board. The students will be asked to write down what they think this word means or any examples of this word. The students will then be asked to share what they think. (Answers should vary) Next, the word will be broken up for the students by drawing a line in between "National" and "ism". The students will be told that the suffix "ism" typically means a social movement. The students will be asked again to share what they believe the word "Nationalism" means. (Target Answer: People of a nation working together for a common social goal) After the students are finished sharing, the students will be given the specific definition. Nationalism – The belief that people should be bonded to others with whom they share a common language, ethnicity, culture, religion, history, and destiny and loyal to one another rather than to a specific king or empire. (Definition from CMAPP)

II. **Steps**:

[20 minutes]

1. First, the students will be collaborating with their peers to create their own fictional country:
    a. The students will be broken into five groups. Each group will be assigned a number (1 through 5).
    b. Each group will be given one "Create-A-Country" handout
    c. The students will be instructed to create their own country. They can choose any name, type of government, laws,

traditions, and flag that they want. Their country must be completely original. Their country must not be an existing country.

d. The students will be given 15 minutes to create their country.
e. Each group will share information about their country with the class.
f. "Continent of Salem Middle School" map will be displayed on the document camera. Students will notice that the countries vary in size, share boarders, and that some are landlocked.
g. The students will be told that their group number corresponds with the country number on the map.

[12 minutes]

2. A class discussion about how these countries would interact:
    a. Teacher: What possible problems do you see with this map? (Target Answer: some countries are much bigger than others and may try to take over the smaller country)
    b. Teacher: Which of these countries do you think would become allies? Why? (Answers will vary)
    c. Teacher: Which of these countries do you think would become enemies? Why? (Answers will vary)
    d. Teacher: All of your countries had different governments, laws, and traditions. What problems may arise between countries that share borders? (Target Answers: fights over how to run the country, where the border is, cultural disagreements, etc.
    e. Teacher: What are the benefits of a country displaying nationalism? (Target Answer: citizens of that country will have pride in their country and work together better)
    f. Teacher: What are some drawbacks of a country displaying nationalism? (Target Answer: Other countries may not agree with their customs, fights may break out between countries, some countries may believe they are better than others, countries may try to invade other countries to spread their beliefs, etc.

[Ref. Crystal Simmons-Personal Communication (Create-A-Country Activity)]

[15 minutes]

3. Direct Instruction: Explanation of how nationalism caused several problems throughout Europe, especially after Napoleon and the Congress of Vienna. (Napoleonic Wars-Previous Knowledge).
    a. Students will be asked to take notes using their guided notes page on the power point presentation about the Congress of Vienna
    b. Slide 1: Congress of Vienna 1814-1815

Teacher: The Congress of Vienna was held in Vienna, Austria in 1814-1815. The purpose of this congress was to rebuild Europe after the downfall of Napoleon. Great Britain, Austria, Prussia, Russia, and France all had diplomats present and took part in the congress.

c. Slide 2: Prince Klemens von Metternich
Teacher: Prince Klemens von Metternich, from Austria, chaired the congress. He wanted three major goals completed by the end of the congress.
1. Containment of France.
2. Balance of Power
3. Legitimacy (Restoring rulers that Napoleon dethroned)

d. Slide 3: Results
Teacher: The Congress of Vienna:
1. Created a group of 39 German States
2. Returned many France conquered countries back to power
3. Diminished some of France's power (They did not want to punish France too severely because they feared France wanting to take revenge)
4. Returned dethroned rules to power
5. Created a balance of power and brought temporary peace to Europe

III. Closure [5 minutes]
The students will be asked to write down on their guided notes sheet three possible problems they see with the Congress of Vienna. These possible problems will be discussed in the next class as a bridge to the text topic. The "Create-A-Country" handout will be collected on the students' way out of the classroom.

Accommodations/ Differentiation/ Special Needs: None needed for this particular plan

Methods of Evaluation:

- At the end of class the "Create-A-Country" handout will be collected and graded as a participation grade. [6.1, 6.2, 6.3, 6.4, 8.1, 9.1, 10.3, 11.1, CCSS-ELA-SL-(7)-1, CCSS-ELA-SL-(7)-6, 7.C.1]
- The students will be given a participation grade for in class discussions and presentations. [1.1,1.2, 3.2, 8.1, 9.1, 10.1,11.1, CCSS-ELA-SL-(7)-1, CCSS-ELA-SL-(7)-6, CCSS-ELA-RH-(7)-4, Essential Strands 7.H.2, 7.G.1, 7.C.1]
- The students will be allowed to keep their guided notes page in their interactive learning log notebook (ILL). Students will use these notes as a reference throughout the unit. Throughout the unit the students' ILL will be checked for completion of activities. [1.1, 3.1, 3.2, 10.2, 10.4, 12.1, Essential Strand 7.H.2, 7.G.1, 7.C.1]

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McDougal, Littell. (2006). The Congress of Vienna. In World History: Patterns of Interaction (Ch. 7). Retrieved from http://sunnyhills.net/ourpages/auto/2011/8/28/47646366/Seven%205.pdf

Simmons, C. (Fall 2012). *Methods and Materials for Teaching Middle Grades Social Studies*. [Personal Communication].

In Retrospect:

Create-A-Country!

Directions: Work together to create your own country! Fill in the following sheet with the important information about your new country. Be prepared to share why you selected each answer.

1. Country Name: _____

2. System of Government: _____

3. Create three laws to govern the people of your country:

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

4. Create three traditions that are important to the people of your country:

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

5. On the second page create your country's flag. Be creative!

Continent of Salem Middle School

Congress of Vienna
September 1814 – June 1815

Prince
Klemens von
Metternich

Results
ACTE
DU
CONGRÈS DE VIENNE
AVEC SES ANNEXES.
VIENNE,

Congress of Vienna

1. The Congress of Vienna was held in Vienna, Austria from _____ to _____.
2. The five major countries that attended were:
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
3. Prince Klemens von Metternich's three major goals were:
    a. _____
    b. _____
    c. _____
4. The Congress of Vienna created _____ German states.
5. The Congress of Vienna did not punish France because they feared France would _____.
6. The Congress of Vienna created a balance of _____ and brought temporary peace to _____.
7. List three potential problems you see with the Congress of Vienna:
    a. _____
    b. _____
    c. _____

Lesson Title: "A Scramble for Africa"
Context: This lesson will come after a lesson introducing the class to Imperialism. In the class before we will have defined Imperialism and studied why many European countries were looking for territories to hold. The students will already understand the concept of Social Darwinism. Today, the students will be studying the events leading up the Berlin Conference and the conference itself.
Plan Number: 6 of 17
Specific Learning Objectives:
SWBAT: [Students will be able to:]

[Cognitive]

1. Recognize the effects of governmental activities on the people.
- **1.1:** Understand political decisions.
- **1.2**: Understand how politics affect the people.
- **1.3:** Identify specific governmental motives.

3. Understand how cultures affect one another.
- **3.2:** Understand the influence of global negotiations**.**
- **3.3:** Understand the implications of Imperialism.

[Affective]

5. Relate to diverse groups of people.
- **5.2:** Relate to the experiences of Native Africans during the colonization of Africa.

6. Collaborate effectively with peers.
- **6.1:** Brainstorm as a group.
- **6.2:** Make choices as a group.
- **6.3:** Create a collaborative writing and drawing product.
- **6.4:** Present a collaborative product as a group.
- **6.5:** Utilize class time to work with peers.

9. Listen to their peers during classroom activities/presentations.
- **9.1:** Listen attentively to others.

10. Participate in class activities and individual assignments.
- **10.1:** Participate in class discussions.
- **10.2:** Compose in-class writing.
- **10.3:** Apply creative abilities.
- **10.4:** Take notes on presentations using guided notes.

[Performance]

11. Present information to the class with confidence
- **11.1:** Use effective speaking skills.

12. Compose various forms of discourse
- **12.1:** Write thoughtfully composed responses to prompts.

13. Demonstrate knowledge through various presentations
- **13.1:** Demonstrate knowledge of a subject through the use of web 2.0 technology

Common Core:

- **CCSS-ELA-W-(7)-2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS-ELA-SL-(7)-1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
- **CCSS-ELA-SL-(7)-5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **CCCSS-ELA-RH-(6-8)-2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCCSS-ELA-RH-(6-8)-7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Essential Strands:

- **7.H.2:** Understand the implications of global interactions.
- **7.G.1:** Understand how geography, demographic trends, and environmental conditions shape modern societies and regions..
- **7.C&G.1:** Understand the development of government in modern societies and regions.
- **7.C.1:** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/ Technology Resources Needed:

- Dipity class timeline on Africa http://www.dipity.com/alexandra727/Africa/
- Classroom Computers with internet access (5 computers)
- Group # 1 Suez Canal Information Packet (2 copies)
- Group # 1 Suez Canal Dipity Direction Sheet (2 copies)
- Group # 2 Richard Burton and John Speke Information Packet (2 copies)
- Group # 2 Richard Burton and John Speke Direction Sheet (2 copies)
- Group # 3 King Leopold II and Henry Morton Stanley Information Packet (2 copies)
- Group # 3 King Leopold II and Henry Morton Stanley Direction Sheet (2 copies)
- Projector
- Computer (Teacher)
- The Scramble for Africa Guided Notes (44 copies)
- Map of the Partition of Africa http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php

Time: [60 minutes]

Procedures/Instructional Strategies:

IV. Bridge: [5 minutes]

The class will begin with a brief overview of what Imperialism is and how the Industrial Revolution fueled Imperialism. The teacher will ask the students what Imperialism is. (Target answer: The seizure of a country or territory by a stronger country. The students will then be asked how the Industrial Revolution fueled Imperialism. (Target answer: The Industrial Revolution provided European countries with a reason to add lands to their control as they searched for new markets and raw materials to improve their economies). The students will then be told that today we will be looking at Imperialism in Africa. Africa had many raw materials that European countries wanted. Competition soon began to arise between European nations over African territories. Today, we will be studying the partition of Africa between European nations.

V. Steps:

[35 minutes]

1. The students will be completing a research activity on the events leading up to the Berlin Conference. The students will display their information on a dipity timeline to share with the class.
    a. The students will be broken up into three groups.
    b. Each group will be assigned a different topic. The topics are:
        i. The Suez Canal
        ii. Richard Burton and John Speke
        iii. King Leopold II and Henry Morton Stanley
    c. The students will be given an information packet on their topic and a direction sheet customized for their topic.
    d. First, the students will be directed to read through their information packet as a group.
    e. Next, the students will be asked to highlight any information they see as important.
    f. Each group will be responsible for adding two important dates to the timeline. The two dates they need to focus on will be listed on their customized direction sheet.
    g. The students will have to write one well-written paragraph for each of the two dates they have been assigned. Each group will be given 2-3 points they need to focus on for each date.
    h. The students will use their information packet as a resource for writing their paragraphs. Their paragraph needs to be written as a group effort. There is a space on the direction sheet for them to write their paragraph.
    i. After they have finished writing both paragraphs, they will be permitted to move to a classroom computer (only one computer for each group)
    j. They will be directed to go to the dipity website and log on. A link, username, and password are provided on the direction sheet.

k. The students will click on the Africa timeline.
l. Next, the students will click on the add event button. They will put their first date in and the paragraph they have written for that date.
m. Next, the students will click on the add event button again. They will put their second date in and the paragraph they have written for that date.
n. If the students have time they will be permitted to add images to their event on the timeline.
o. If the students are struggling, they may look at the event I created on the timeline for the Berlin Conference.
p. By the end of the activity, the timeline should have seven events on it. There will be two from each group and one from myself.

[20 minutes]

2. Presentation of the timeline.
    a. The students will be asked to return to their seats.
    b. The timeline that the students have created will be projected on the board.
    c. The students will be given "The Scramble for Africa" guided notes page.
    d. The students will be asked to follow along and add information to their guided notes page.
    e. The teacher will go over each event on the timeline. The students will be allowed to read the paragraphs they wrote to the class and add any information they feel is important. The teacher needs to make sure the following information is covered. If this information is not covered in the students' description, the teacher needs to elaborate.
        i. Event 1: (1857) Richard Burton and John Speke traveled to Africa in hopes of finding the source of the Nile River
        ii. Event 2: (1862) John Speke and Richard Burton disagreed on the source of the Nile River.
        iii. Event 3: (April 25, 1859) The Suez Canal is located in Egypt. The Canal connects the Mediterranean Sea and the Red Sea. The French began construction on the Suez Canal on April 25, 1859.
        iv. Event 4: (November 17, 1869) Construction on the Suez Canal ended on November 17, 1869. This Canal is important because it allowed more goods to be shipped throughout the world. Ships from Europe did not have to go all the way around Africa to reach Asia.

v. Event 5: (1877) Henry Morton Stanley was sent by King Leopold of Belgium to explore the Congo in 1877.
vi. Event 6: (1884-1885) King Leopold II was the King of Belgium. In 1884-1885 he conquered the Congo and ruled over the Congo Free State in Africa. King Leopold was cruel to the native people.
vii. Event 7: (1884) Berlin Conference: The major powers of Europe met in Berlin to establish rules for the division of Africa. Any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area.
viii. At the end of the presentations, the students will be asked to turn in their research materials and direction sheet.

VI. Closure: [10 minutes]
The students will be shown the map above. The map will be projected on the board. The students will be told that the map represents the partition of Africa after the Berlin Conference. The students will be told that the native people of Africa had no say in who colonized their territory. The students will be asked to write a journal entry from the perspective of a Native African. How do they feel about European nations taking over? How is this affecting their culture? The students will attach their guided notes sheet to their ILL and write their journal entry on the next page.

Accommodations/ Differentiation/ Special Needs: None needed for this particular plan

Methods of Evaluation:

- The students will be given a participation grade for the discussion at the beginning of the class. The teacher will observe who was paying attention

and who contributed to the discussion. [1.1, 1.2, 1.3, 3.3, 9.1, 10.1, 11.1, CCSS-ELA-SL-(7)-1, Essential Strands 7.H.2, 7.G.1, 7.C.1]

- The students will attach their journal entry and their guided notes to their ILL. The students will be allowed to keep these materials as a reference. The teacher will check this for accuracy and completion. Throughout the unit the students' ILL will be checked for completion of activities. [1.1, 1.2, 1.3, 3.2, 3.3, 5.2, 10.2, 10.3, 10.4, 12.1, Essential Strands 7.H.2, 7.G.1, 7.C&G.1, 7.C.1]
- The students will be graded on their group work on the timeline and their presentation of the timeline. The teacher will check to see if the direction sheet is filled out and if their paragraphs cover the correct information. [1.1, 1.2, 1.3, 6.1, 6.2, 6.3, 6.4, 6.5, 10.2, 12.1, 13.1, CCSS-ELA-W-(7)-2, CCSS-ELA-SL-(7)-1, CCSS-ELA-SL-(7)-5, CCCSS-ELA-RH-(6-8)-2, CCCSS-ELA-RH-(6-8)-7, Essential Strands 7.H.2, 7.C.1]

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In Retrospect:

Group# 1: Suez Canal

Directions: Today, you will be researching the Suez Canal. You have been provided with an information packet. This information packet contains all the information you will need to complete this project. It is your job to read through your packet, find the important information, display your information on a dipity timeline, and present your information to the class.

Steps:

1. As a group, read through your information packet.
2. Highlight information you believe is important
3. Within your article you will find two important dates. You are responsible for adding these two dates to the timeline:
    a. April 25, 1859
    b. November 17, 1869
4. Under the date April 25, 1859 write one well-written paragraph that describes:
    a. What the Suez Canal is.
    b. Why this date is significant to the Suez Canal.
    c. Who built the Suez Canal.
5. Write your paragraph in the space below:

6. Under the date November 17, 1869 write one well-written paragraph that describes:
    a. Why this date is significant to the Suez Canal.
    b. How much the Suez Canal cost.
    c. How the Suez Canal is used. (Benefits)
7. Write your paragraph in the space below:

8. After you finished writing your paragraphs, move to a computer in the room. (Only one computer for each group)
9. Go to http://www.dipity.com/
    a. Go to the sign in page

   b. Username: Alexandra727
   c. Password: 7thgradegoforth
   d. Click on My Topics
   e. Click on the Africa Timeline I have already created

10. Add your first event!
   a. Click on Add event
   b. In the pop up window title your first event
   c. Put in the date: April 25, 1859
   d. Type your well-written paragraph for this date in the description section.
   e. Do not forget to hit save!

11. Add your second event!
   a. Click on Add event
   b. In the pop up window title your second event
   c. Put in the date: November 17, 1869
   d. Type your well-written paragraph for this date in the description section.
   e. Do not forget to hit save!

12. If you have time, do an online search for an image that represents the Suez Canal. You may add images to your event! Make sure these images relate to the Suez Canal.

Suez Canal

The Suez Canal (map), located in Egypt, is a 101 mile (163 km) long canal that connects the Mediterranean Sea with the Gulf of Suez, a northern branch of the Red Sea. It officially opened in November 1869.

Suez Canal Construction History

Although the Suez Canal wasn't officially completed until 1869, there is a long history of interest in connecting both the Nile River in Egypt and the Mediterranean Sea to the Red Sea. It is believed that the first canal in the area was constructed between the Nile River delta and the Red Sea in the 13th Century B.C.E. During the 1,000 years following its construction, the original canal was neglected and its use finally stopped in the 8th Century.

The first modern attempts to build a canal came in the late 1700s when Napoleon Bonaparte conducted an expedition to Egypt. He believed that building a French controlled canal on the Isthmus of Suez would cause trade problems for the British as they would either have to pay dues to France or continue sending goods over land or around the southern part of Africa. Studies for Napoleon's canal plan began in 1799 but a miscalculation in measurement showed the sea levels between the Mediterranean and the Red Seas as being too different for a canal to be feasible and construction immediately stopped.

The next attempt to build a canal in the area occurred in the mid-1800s when a French diplomat and engineer, Ferdinand de Lesseps, convinced the Egyptian viceroy Said Pasha to support the building of a canal. In 1858, the Universal Suez Ship Canal Company was formed and given the right to begin construction of the canal and operate it for 99 years, after which time, the Egyptian government would take over control of the canal. At its founding, the Universal Suez Ship Canal Company was owned by French and Egyptian interests.

Construction of the Suez Canal officially began on April 25, 1859. It opened ten years later on November 17, 1869 at a cost of $100 million.

Suez Canal Use and Control

Almost immediately after its opening, the Suez Canal had a significant impact on world trade as goods were moved around the world in record time. In 1875, debt forced Egypt to sell its shares in ownership of the Suez Canal to the United Kingdom. However, an international convention in 1888 made the canal available for all ships from any nation to use.

Shortly thereafter, conflicts began to arise over use and control of the Suez Canal. In 1936 for example, the U.K. was given the right to maintain military forces in the Suez Canal Zone and control entry points. In 1954, Egypt and the U.K. signed a seven year contract that resulted in the withdrawal of British forces from the canal area and allowed Egypt to take control of the former British installations. In addition, with the creation of Israel in 1948, the Egyptian government prohibited the use of the canal by ships coming and going from the country.

Also in the 1950s, the Egyptian government was working on a way to finance the Aswan High Dam. Initially it had support from the United States and the U.K. but in July 1956, both nations withdrew their support and the Egyptian government seized and nationalized the canal so passage fees could be used to pay for the dam. On October 29 of that same year, Israel invaded Egypt and two days later Britain and France followed on grounds that passage through the canal was to be free. In retaliation, Egypt blocked the canal by intentionally sinking 40 ships. These events were known as the Suez Crisis.

In November 1956, the Suez Crisis ended when the United Nations arranged a truce between the four nations. The Suez Canal then reopened in March 1957 when the sunken ships were removed. Throughout

the 1960s and 1970s, the Suez Canal was closed several more times because of conflicts between Egypt and Israel.

In 1962, Egypt made its final payments for the canal to its original owners (the Universal Suez Ship Canal Company) and the nation took full control of the Suez Canal.

The Suez Canal Today

Today, the Suez Canal is operated by the Suez Canal Authority. The canal itself is 101 miles (163 km) long and 984 feet (300 m) wide. It begins at the Mediterranean Sea at Point Said flows through Ismailia in Egypt, and ends at Suez on the Gulf of Suez. It also has a railroad running its entire length parallel to its west bank.

The Suez Canal can accommodate ships with a vertical height (draft) of 62 feet (19 m) or 210,000 deadweight tons. Most of the Suez Canal is not wide enough for two ships to pass side by side. To accommodate this, there is one shipping lane and several passing bays where ships can wait for others to pass.

The Suez Canal has no locks because Mediterranean Sea and the Red Sea's Gulf of Suez have approximately the same water level. It takes around 11 to 16 hours to pass through the canal and ships must travel at a low speed to prevent erosion of the canal's banks by the ships' waves.

Significance of the Suez Canal

In addition to dramatically reducing transit time for trade worldwide, the Suez Canal is one of the world's most significant waterways as it supports 8% of the world's shipping traffic and almost 50 ships pass through the canal daily. Because of its narrow width, the canal is also considered a significant geographic chokepoint as it could easily be blocked and disrupt this flow of trade.

Future plans for the Suez Canal include a project to widen and deepen the canal to accommodate the passage of larger and more ships at one time.

Retrieved From:
http://geography.about.com/od/specificplacesofinterest/a/suezcanal.htm

Group# 2: Richard Burton & John Speke

Directions: Today, you will be researching the Richard Burton and John Speke. You have been provided with an information packet. This information packet contains all the information you will need to complete this project. It is your job to read through your packet, find the important information, display your information on a dipity timeline, and present your information to the class.

Steps:

1. As a group, read through your information packet.
13. Highlight information you believe is important
14. Within your articles you will find two important dates. You are responsible for adding these two dates to the timeline:
    a. 1857
    b. 1862
15. Under the date 1857 write one well-written paragraph that describes:
    a. Who Richard Burton was.
    b. What his mission in Africa was.
    c. Who accompanied him on this expedition.
16. Write your paragraph in the space below:

17. Under the date 1862 write one well-written paragraph that describes:
    a. Who John Speke was.
    b. What his mission in Africa was in 1862.
    c. What the disagreement was about between John Speke and Richard Burton.
18. Write your paragraph in the space below:

19. After you finished writing your paragraphs, move to a computer in the room. (Only one computer for each group)
20. Go to http://www.dipity.com/
    a. Go to the sign in page

b. Username: Alexandra727
c. Password: 7thgradegoforth
d. Click on My Topics
e. Click on the Africa Timeline I have already created

21. Add your first event!
a. Click on Add event
b. In the pop up window title your first event
c. Put in the date: 1857
d. Type your well-written paragraph for this date in the description section.
e. Do not forget to hit save!

22. Add your second event!
a. Click on Add event
b. In the pop up window title your second event
c. Put in the date: 1862
d. Type your well-written paragraph for this date in the description section.
e. Do not forget to hit save!

23. If you have time, do an online search for images that represent Richard Burton and John Speke. You may add images to your event! Make sure these images relate to Richard Burton and John Speke.

Sir Richard Francis Burton

Burton was a Victorian explorer, writer and translator, known for his travels in Asia and Africa.

Richard Francis Burton was born in Devon on 19 March 1821. His father was an army officer. Burton accompanied his parents on their frequent trips abroad and showed an early talent for languages.

Burton was thrown out of Oxford University in 1842 and joined the army of the East India Company where his knowledge of local languages helped his work in surveying and in intelligence. In 1853, taking leave from the company, he undertook a 'Hajj' or pilgrimage to Mecca, in disguise, and his account of this trip made him famous. The following year he explored what is now Somalia with a number of other officers, including John Speke.

In 1857, Burton and Speke embarked on a Royal Geographical Society funded expedition to explore inland from the east African coast, with the hope of finding the source of the Nile. It was a difficult trip. When they arrived at Lake Tanganyika, Speke was almost blind and Burton could hardly walk. Speke travelled on alone and discovered Lake Victoria, which he was convinced was the Nile's source. Burton disagreed and this contributed to a long and bitter public quarrel between the two men which ended in September 1864 when Speke died in a shooting which was either suicide or an accident.

Burton died in Trieste on 20 October 1890. He and Isabel are buried in a tomb in the shape of a Bedouin tent in Mortlake, southwest London.

Retrieved From:
http://www.bbc.co.uk/history/historic_figures/burton_sir_richard.shtml

John Speke

>Speke was an English explorer and the first European to reach Lake Victoria in east Africa, which he correctly identified as the long-sought source of the Nile.

John Hanning Speke was born on 4 May 1827 in Bideford in Devon. He was commissioned into the British army in 1844 and posted to India where he served in the Punjab and travelled in the Himalayas and Tibet. In April 1855, as part of Richard Burton's expedition to explore Somaliland, Speke was severely wounded in an attack by the Somalis. Invalided home, he volunteered for the Crimea and served during the war with a regiment of Turks.

In December 1856, Speke accepted an invitation from Burton to join an expedition to search for the reported great lakes in east central Africa and, particularly, to try and find Lake Nyassa, said to be the origin of the Nile. They left Zanzibar in June 1857 and, after exploring the East African coast for six months to find the best route inland, became the first Europeans to reach Lake Tanganyika in February 1858. During the return trip, Speke left Burton, who was unwell, and struck out northward alone. In July he found a great lake which he named in honour of Queen Victoria.

Speke's theory that the lake was the source of Nile was rejected by Burton - beginning a bitter public dispute between the two men. However, the Royal Geographical Society, which had sponsored the expedition, honoured Speke for his exploits and commissioned a second expedition in 1860 to resolve the dispute. Speke and Captain James Grant mapped a portion of Lake Victoria. In July 1862, Speke, unaccompanied by Grant, found the Nile's exit from the lake and named it Ripon Falls. The party then tried to follow the river's course, but an outbreak of tribal warfare required them to change their route.

On his return to England, Speke was greeted with enthusiasm and published 'Journal of the Discovery of the Source of the Nile' (1863). Yet Burton and others remained unconvinced. On 15 September 1864, shortly before Speke and Burton were to debate the subject publicly, Speke was killed by his own gun while hunting. It remains uncertain whether it was an accident or suicide.

Retrieved From:
http://www.bbc.co.uk/history/historic_figures/speke_john_hanning.shtml

Group# 3: King Leopold II and Henry Morton Stanley

Directions: Today, you will be researching King Leopold II and Henry Morton Stanley. You have been provided with an information packet. This information packet contains all the information you will need to complete this project. It is your job to read through your packet, find the important information, display your information on a dipity timeline, and present your information to the class.

Steps:

1. As a group, read through your information packet.
2. Highlight information you believe is important
3. Within your articles you will find two important dates. You are responsible for adding these two dates to the timeline:
    - **a.** 1877
    - **b.** 1884-1885
4. Under the date 1877 write one well-written paragraph that describes:
    - **a.** Who Henry Morton Stanley was.
    - **b.** What his mission was under King Leopold II.
5. Write your paragraph in the space below:

6. Under the date 1884-1885 write one well-written paragraph that describes:
    - **a.** Who King Leopold II was.
    - **b.** What he did between 1884-1885.
7. Write your paragraph in the space below:

8. After you finished writing your paragraphs, move to a computer in the room. (Only one computer for each group)
9. Go to http://www.dipity.com/
    a. Go to the sign in page
    b. Username: Alexandra727
    c. Passwords: 7thgradegoforth
    d. Click on My Topics
    e. Click on the Africa Timeline I have already created

10. Add your first event!
    a. Click on Add event
    b. In the pop up window title your first event
    c. Put in the date: 1877
    d. Type your well-written paragraph for this date in the description section.
    e. Do not forget to hit save!

11. Add your second event!
    a. Click on Add event
    b. In the pop up window title your second event
    c. Put in the date: 1884-1885
    d. Type your well-written paragraph for this date in the description section.
    e. Do not forget to hit save!

12. If you have time, do an online search for images that represent King Leopold II and Henry Morton Stanley. You may add images to your event! Make sure these images relate to King Leopold II and Henry Morton Stanley.

King Leopold II

Leopold II, French in full Léopold-Louis-Philippe-Marie-Victor, Dutch in full Leopold Lodewijk Filips Maria Victor (born April 9, 1835, Brussels, Belg.—died Dec. 17, 1909, Laeken), king of the Belgians from 1865 to 1909; he led the first European efforts to develop the Congo River basin, making possible the formation of the Congo Free State in 1885, annexed in 1908 as the Belgian Congo (now Congo [Kinshasa]).

The eldest son of Leopold I, first king of the Belgians, and his second wife, Marie-Louise of Orléans, Leopold became duke of Brabant in 1846 and served in the Belgian army. In 1853 he married Maria Henrietta, daughter of the Austrian archduke Joseph, palatine of Hungary, and became king of the Belgians on his father's death in December 1865. Although the domestic affairs of his reign were dominated by a growing conflict between the Liberal and Catholic parties over suffrage and education issues, Leopold II concentrated on developing the nation's defenses. Aware that Belgian neutrality, maintained during the Franco-German War (1870–71), was imperilled by the increasing strength of France and Germany, he persuaded Parliament in 1887 to finance the fortification of Liège and Namur. A military conscription bill, for which he had long argued, was passed shortly before his death.

Leopold had meanwhile become deeply involved in the Congo region, founding the Association Internationale du Congo (1876) to explore the area, with Henry (later Sir Henry) Morton Stanley as his main agent. In 1884–85 he defeated an Anglo-Portuguese attempt to conquer the Congo basin and gained recognition by the United States and the leading European powers as the sovereign of the État Indépendant du Congo (Congo Free State), an area 80 times the size of Belgium. The chief industry, wild rubber production, became especially lucrative after 1891, but in 1904 exposure of mistreatment of Congolese in the rubber industry marked the onset of the decline of Leopold's personal rule in the region. Great Britain, with U.S. aid, pressured Belgium to annex the Congo state to redress the "rubber atrocities"; the area became part of Belgium in November 1908. Since Leopold's only son had predeceased him, a nephew, Albert I, succeeded to the throne.

Retrieved From: http://www.britannica.com/EBchecked/topic/336654/Leopold-II

Henry Morton Stanley

Stanley was a Welsh-born American journalist and explorer, famous for his search for David Livingstone and his part in the European colonisation of Africa.

Henry Morton Stanley was born John Rowlands on 28 January 1841 in Denbigh, Wales. His parents were not married, and he was brought up in a workhouse. In 1859, he left for New Orleans. There he was befriended by a merchant, Henry Stanley, whose name he took. Stanley went on to serve on both sides in the American Civil War and then worked as a sailor and journalist.

In 1867, Stanley became special correspondent for the New York Herald. Two years later he was commissioned by the paper to go to Africa and search for Scottish missionary and explorer David Livingstone, of whom little had been heard since 1866 when he had set off to search for the source of the Nile. Stanley reached Zanzibar in January 1871 and proceeded to Lake Tanganyika, Livingstone's last known location. There in November 1871 he found the sick explorer, greeting him with the famous words: 'Dr Livingstone, I presume?' Stanley's reports on his expedition made his name.

When Livingstone died in 1873, Stanley resolved to continue his exploration of the region, funded by the Herald and a British newspaper. He explored vast areas of central Africa, and travelled down the length of the Lualaba and Congo Rivers, reaching the Atlantic in August 1877, after an epic journey that he later described in 'Through the Dark Continent' (1878).

Failing to gain British support for his plans to develop the Congo region, Stanley found more success with King Leopold II of Belgium, who was eager to tap Africa's wealth. In 1879, with Leopold's support, Stanley returned to Africa where he worked to open the lower Congo to commerce by the construction of roads. He used brutal means that included the widespread use of forced labour. Competition with French interests in the region helped bring about the Berlin Conference (1884-1885) in which European powers sorted out their competing colonial claims in Africa. Stanley's efforts paved the way for the creation of the Congo Free State, privately owned by Leopold.

In 1890, now back in Europe, Stanley married and then began a worldwide lecture tour. He became member of parliament for Lambeth in south London, serving from 1895 to 1900. He was knighted in 1899. He died in London on 10 May 1904.

Retrieved From:
http://www.bbc.co.uk/history/historic_figures/stanley_sir_henry_morton.shtml

The Scramble for Africa

1. Richard Burton and John Speke traveled to Africa to _____ _____.
2. Construction on the Suez Canal began _____ and ended _____.
3. The Suez Canal is located _____.
4. _____ built the Suez Canal.
5. The Suez Canal is important because _____ _____ _____.
6. _____ was sent by King Leopold II to the Congo.
7. King Leopold II was the king of _____.

King Leopold II ruled over _____

Lesson Title: "Where it All Began"
Context: This lesson follows a lesson on the alliances that were being built in Europe prior to World War I. The students have also been learning about Nationalism and Imperialism in the world during this time period. Nationalism, Imperialism, and the newly formed alliances were all major causes of World War I. This lesson will cover all the major causes of the war, the assassination of Archduke Franz Ferdinand, and the declarations of war.
Plan Number: 10 of 17
Specific Learning Objectives:
SWBAT: [Students will be able to:]

[Cognitive]

1. Recognize the effects of governmental activities on the people.
- **1.1:** Understand political decisions.
- **1.3:** Identify specific governmental motives

3. Understand how cultures affect one another.
- **3.2:** Understand the influence of global negotiations**.**

4. Recognize the impact of war.
- **4.1:** Understand the underlying causes of war.

[Affective]

6. Collaborate effectively with peers.
- **6.1:** Brainstorm as a group.
- **6.2:** Make choices as a group.
- **6.3:** Create a collaborative writing and drawing product.
- **6.5:** Utilize class time to work with peers.

7. Express themselves creatively.
- **7.1:** Utilize creative abilities to construct an original product.

9. Listen to their peers during classroom activities/presentations.
- **9.1:** Listen attentively to others

10. Participate in class activities and individual assignments.
- **10.1:** Participate in class discussions
- **10.2:** Compose in-class writing
- **10.3:** Apply creative abilities
- **10.4:** Take notes on presentations using guided notes.

[Performance]

12. Compose various forms of discourse.
- **12.1:** Write thoughtfully composed responses to prompts.

Common Core:

- **CCSS-ELA-SL-(7)-1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
- **CCSS-ELA-SL-(7)-5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- **CCSS-ELA-W-(7)-1:** Write arguments to support claims with clear reasons and relevant evidence.

Essential Strands:

- **7.H.2:** Understand the implications of global interactions.
- **7.E.1:** Understand the economic activities of modern societies and regions.
- **7.C.1:** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/ Technology Resources Needed:

- History Channel Video about the causes of World War I: (http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i)
- Computer
- Projector
- Prezi "The Road to War": (http://prezi.com/33i87dx10fd8/the-road-to-war/)
- The Road to War Guided Notes Page (44 copies)
- Poster Board (10 pieces)
- Colored Pencils (class set)
- "Anti-War v. Pro-War Project" direction sheet (8 copies)

Time: [60 minutes]

Procedures/Instructional Strategies:

VII. Bridge: [5 minutes]

The class will begin with a brief overview of the lesson from the previous day. We will review the definition of alliance. (Alliance- a union or association formed for mutual benefit, esp. between countries or organizations). The students will also be asked to refer back to the alliance chart they created and discuss which countries were allied with whom.

VIII. Steps:

[5 minutes]

1. As an introduction, a History Channel video will be shown to the class. This video is a brief description of the causes of World War I. (http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i)
    a. Students will be asked to follow along with the video and write down a few notes.
    b. After the video, the students will be asked to discuss some of the causes they saw in the video. (Target Answers: The assassination of Archduke Franz Ferdinand, growth of European militaries, expansion of empires/Imperialism, growing Nationalism, and the formation of allies)

[20 minutes]

2. The students will be given direct instruction as a reinforcement of the information in the movie. This direct instruction will take the

form of a prezi presentation titled "The Road to War". (http://prezi.com/33i87dx10fd8/the-road-to-war/)

a. Students will be asked to take notes using their guided notes page
b. Slide 1: The Road to War: The Causes of World War I
   Teacher: There were several factors that led to the start of World War I. Several of these factors we have already looked over. We are going to review these topics and learn how they pushed the world towards war.
c. Slide 2: Nationalism throughout Europe!
   Teacher: We have been talking about the growth of Nationalism in Europe. We know that Italy and Germany became unified nations. These two countries wanted to grow their economy, empire, and military. This growth created more competition between European nations
d. Slide 3: Imperialism
   Teacher: Competition between European nations for raw materials and territories in Africa and Asia. This competition increased tension in Europe.
e. Slide 4: Militarism
   Teacher: Countries across Europe began building up their military forces in preparation for war. This created an arms race.
f. Slide 5: Alliances
   Teacher: We have discussed the alliances that were formed in Europe. A web of alliances created the stage for a massive breakout of war. Italy, Germany, and Austria-Hungry created the Triple Alliance. Britain, France, and Russia created the Triple Entente.
g. Slide 6: The Assassination of Archduke Ferdinand
   Teacher: The Assassination of Archduke Franz Ferdinand triggered the beginning of World War I. He was shot and killed by Gavrilo Princip in Sarajevo on Jun 28, 1914. This was the result of many believing that Austria-Hungry ruled territories that rightfully belonged to the newly formed Serbia. This resulted in mass chaos.
h. Slide 7: Who was Archduke Franz Ferdinand?
   Teacher: The Archduke Franz Ferdinand was the royal Prince of Austria-Hungry. He was the heir to the throne.
i. Slide 8: Who was Gavrilo Princip?
   Teacher: Gavrilo Princip was associated with a Serbian Nationalist group. He was tried and convicted of the assassination.
j. Slide 9: Declaration of War!
   Teacher: The assassination of the Archduke Franz Ferdinand was the last straw. The European environment

was on the verge of war and this was the catalyst they needed to declare war. On July 28, 1914 Austria-Hungry declared war on Serbia. On August 1, 1914 Germany declared war on Russia. On August 3, 1914 Germany declared war on France. On August 4, 1914 Germany invades neutral Belgium. On August 4, 1914 Britain declared war on Germany. On August 6, 1914 Austria-Hungry declared war on Russia. On August 13, 1914 Japan declares war on Germany. Now the world was at war!

k. There will be time after the presentation for students to ask questions.

[25 minutes]

3. Students will be collaborating with their peers to create Anti/Pro war posters for World War I:
    a. Students will be broken up into four groups.
    b. Two groups will be assigned the position of anti-war and two groups will be assigned the position of pro-war.
    c. Each group will be given the Anti-War v. Pro-War Project direction sheet.
    d. The students for this project will be told to pretend that they are citizens of Europe in 1914. The world is on the brink of war. It is their job to create a poster that represents the position on war that their group has been assigned. On the poster they must include a creative title, three reasons the world should or should not go to war, and one cause of World War I. (If their group is Anti-War discuss why this cause should not lead to war. If their group is Pro-War discuss why this cause should lead to war.) Their posters should be alluring to the voter. Their goal is to convince the class to agree with their position.
    e. The students will be told that they are presenting their posters to the class tomorrow.
    f. At the bottom of the direction page they will be asked to write what each group member did in the project.
    g. The students will be given the remainder of the class period to work on their posters.

IX. Closure: [5 minutes]

During this time the students will be told that they will have a few minutes at the beginning of the next class to finish up their posters and prepare for their presentations. The students will be reminded to make their posters persuasive. The students will be allowed the remainder of the class time to put away supplies and prepare for dismissal.

Accommodations/ Differentiation/ Special Needs: None needed for this particular plan

Methods of Evaluation:

- The students will be given a participation grade for in-class discussions. [1.1, 9.1, 10.1, CCSS-ELA-SL-(7)-1, Essential Strands 7.H.2, 7.C.1]
- The students will be allowed to keep their guided notes page in their interactive learning log notebook (ILL). Students will use these notes as a reference throughout the unit. Throughout the unit the students' ILL will be checked for completion of activities. [1.1, 1.3, 3.2, 4.1,10.4, Essential Strands 7.H.2, 7.E.1, 7.C.1]
- The students will receive a grade for their completed poster project. The poster and the direction sheet will be collected at the end of the presentations. [1.1, 1.3, 4.1, 7.1, 10.2, 10.3, CCSS-ELA-SL-(7)-1, CCSS-ELA-SL-(7)-5, CCSS-ELA-W-(7)-1, Essential Strands 7.H.2, 7.C.1]
- Part of the final grade for this project will be a collaboration grade. Students need to participate in both the creation and the presentation of this assignment. This will be assessed by the "tasks completed" portion of the direction sheet and by the teacher's visual observations. [6.1, 6.2, 6.3, 6.5, CCSS-ELA-SL-(7)-1]

References:

Causes of World War I. (2012). *The History Channel website*. Retrieved from http://www.history.comhttp://www.history.com/videos/causes-of-world-war-i

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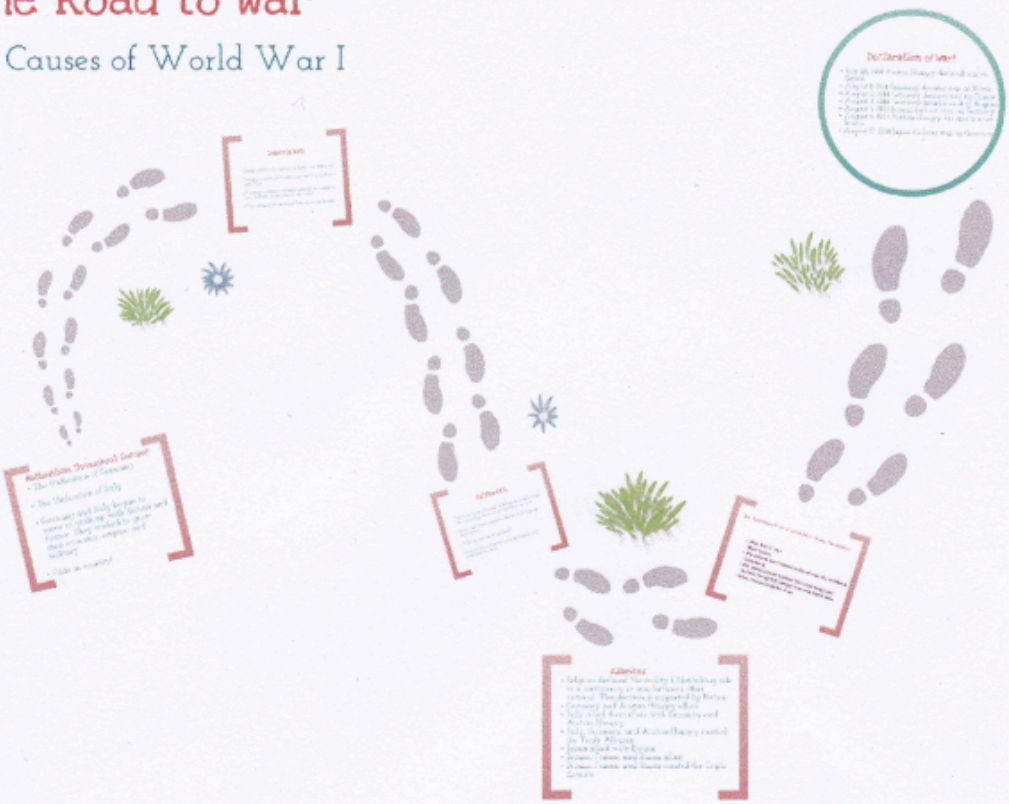
In Retrospect:

The Road to War

The Causes of World War I



Nationalism Throughout Europe!

- The Unification of Germany
- The Unification of Italy
- Germany and Italy began to strive to catch up with Britain and France. They wished to grow their economy, empire, and military.
- Pride in country!

Imperialism

- Competition in foreign markets for raw materials
- European countries fought over territory in Africa and Asia
- European nations wished to expand their empires by creating colonies across the world.
- This competition increased tension across Europe

Militarism

- Countries across Europe had begun building up their military forces in preparation for war.
- More and more countries began building up their forces.
- This created an Arms Race!
- Soon many countries were equipped and prepared for war

Alliances

- Belgium declared Neutrality (Not taking a side in a controversy or war between other nations). This decision is supported by Britain
- Germany and Austria-Hungry allied
- Italy allied themselves with Germany and Austria-Hungry
- Italy, Germany, and Austria-Hungry created the Triple Alliance
- Japan allied with Britain
- Britain, France, and Russia allied
- Britain, France, and Russia created the Triple Entente

The Assassination of Archduke Franz Ferdinand

- When: June 28, 1914
- Where: Sarajevo
- Who: Archduke Franz Ferdinand and his wife were shot and killed by Gavrilo Princip.
- Why: Serbian nationalists believed that Austria-Hungry ruled territories that rightfully belonged to the newly formed Serbia.
- Result: Chaos and Declaration of war.

Who was Archduke Franz Ferdinand?

- Royal Prince of Austria-Hungry
- Heir to the throne

Who was Gavrilo Princip?

- Was a associated with a Serbian Nationalist Group
- He was tried and Convicted of the assassination

Declaration of War!

- July 28, 1914 Austria Hungry declared war on Serbia
- August 1, 1914 Germany declares war on Russia
- August 3, 1914 Germany declares war on France
- August 4, 1914 Germany invades neutral Belgium
- August 4, 1914 Britain declares war on Germany
- August 6, 1914 Austria-Hungry declares war on Russia
- August 15, 1914 Japan declares war on Germany

The Road to War: The Causes of World War I

1. Germany and Italy began to strive to catch up with Britain and France. They wished to grow their _____, _____, and _____.
2. Nationalism led to_____ between European nations.
3. European countries fought over territories in _____ and _____.
4. This competition increased _____ in Europe.
5. Countries across Europe began building up their military forces in preparation for war. This created an _____.
6. A web of _____ created the stage for a massive breakout of war.
7. _____, _____, and _____ created the Triple Alliance.
8. Britain, France, and Russia created the _____.
9. The Assassination of _____ triggered the beginning of World War I.
10. Archduke Franz Ferdinand was the Royal Prince of _____.
11. _____ was the man who fired the shot that started World War I.
12. Draw a line connecting the date with the event:

Date	**Event**
July 28, 1914	Britain declares war on Germany
August 1, 1914	Japan declares war on Germany
August 3, 1914	Germany declares war on France
August 4, 1914	Austria-Hungry declared war on Serbia
August 4, 1914	Germany declares war on Russia
August 6, 1914	Austria-Hungry declares war on Russia
August 13, 1914	Germany invades neutral Belgium

Pro-War v. Anti-War Poster Project

Directions:

1. In the title of this page circle either Pro-War or Anti-War depending on the topic that you have been assigned.
2. For this project you will be pretending that you are a citizen of Europe in 1914. The world is on the brink of war. It is your job to create a poster that represents the position on war that your group has been assigned.
3. On this poster you must include:
    a. A Creative title that displays your position.
    b. Three reasons why the world should or should not go to war.
    c. One Cause of World War I.
        i. If your group is Anti-War discuss why this cause should not lead to war.
        ii. If your group is Pro-War discuss why this cause should lead to war.
    d. Add decorative elements to make your poster more alluring.
4. Tomorrow, your group will be presenting your posters to the class.
5. In the bottom portion of this sheet write each group members name and the task they completed for this project. This sheet will be collected when you turn in your posters.

Group Member **Task Completed**

Lesson Title: "The Voices of World War I"
Context: This lesson is part of the study of World War I. At this point, the students have covered the majority of the mechanics of World War I. This lesson is intended to show the students a personal viewpoint of the war. The students will learn about how individuals were affected by the outbreak of war. This lesson displays the consequences of war.
Plan Number: 14 of 17
Specific Learning Objectives:
SWBAT: [Students will be able to:]

[Cognitive]

2. Use primary sources to gain a clearer understanding of a particular time period or event.

2.1: Analyze primary sources.
2.2: Use information from primary sources to gain a clearer understanding of a particular time period or event.
2.3: Utilize primary sources to create a narrative.

4. Recognize the impact of war.

4.2: Understand the impact that war has on individual citizens.
4.3: Understand how war impacts those at home.
4.4: Understand how war impacts soldiers.

[Affective]

5. Relate to diverse groups of people

5.1: Relate to the personal experiences of soldiers during World War I.

7. Express themselves creatively.

7.1: Utilize creative abilities to construct an original product.

8. Connect personal experiences with the experiences of those living in a previous time.

8.1: Relate in-class activities to past historical event.
8.2: View primary sources from a personal perspective

10. Participate in class activities and individual assignments.

10.1: Participate in class discussions.
10.2: Compose in-class writing.
10.3: Apply creative abilities.

[Performance]

11. Present information to the class with confidence

11.1: Use effective speaking skills.

Common Core:

- **CCSS-ELA-W-(7)-3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS-ELA-RH-(6-8)-1:** Cite specific textual evidence to support analysis of primary and secondary sources.

- **CCSS-ELA-RH-(6-8)-4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Essential Strands:

- **7.H.1:** Use historical thinking to analyze various modern societies.
- **7.H.2:** Understand the implications of global interactions.

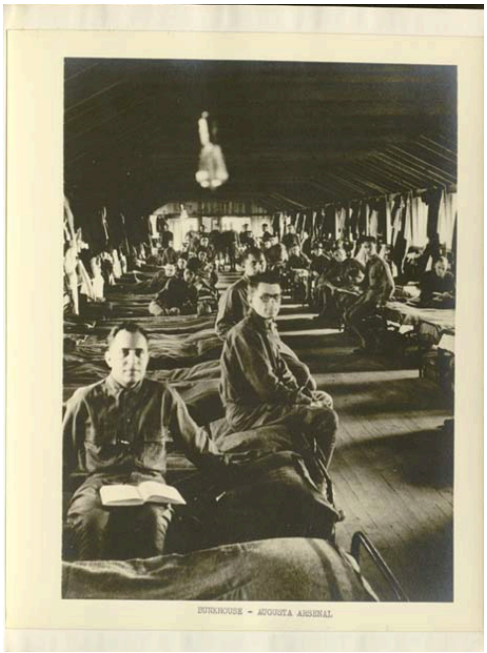
Materials/ Technology Resources Needed:

- Computer
- Projector
- Letters Home-Primary Source Documents retrieved from: http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/197437.stm
    - Becoming a man (12 copies)
    - Over the top (12 copies)
    - Pray for me (12 copies)
    - The real state of affairs (12 copies)
- Classroom Computers with internet access (5 computers)
- Classroom Dictionaries
- Primary source picture of the bunkhouse at the Augusta Arsenal Training School in Georgia, Retrieved from: http://www.loc.gov/exhibits/treasures/images/vh0044s.jpg

Time: [60 minutes]

Procedures/Instructional Strategies:

X. Bridge: [10 minutes]



Projected on the screen will be the image above. The students will be asked to look at the image and share a few initial thoughts. Who do they think these men are? Where do they think the picture was taken? After a few student responses, they will be informed that the men in this picture

are soldiers in training in 1914 and the photo was taken in a bunkhouse at the Augusta Arsenal Training School in Georgia. The students will then be asked to infer how these men are feeling at this particular point in time. Students will be allowed to share their responses with the class. After student responses, the students will be told that today the class will be looking at World War I from a different perspective. At this point we have only been looking at the mechanics of war. Today, we will be looking at the war through a more personal lens.

XI. Steps:

[20 minutes]

1. The students will be looking at primary source documents from World War I to gain a more personal perspective of the war.
    a. The students will be given a choice of four primary source letters to analyze.
    b. The students will be asked to choose one letter that interests them. The students will be allowed a few minutes to look through the letters in order to decide which one intrigues them the most.
    c. The students will then be asked to read through their letter and circle any terms, phrases, or references they do not understand.
    d. The students will then be allowed to use the classroom dictionaries to better understand the terms. There may be terms, phrases, or references they cannot find in the dictionaries. If this is the case, they will be permitted to do some research on the classroom computers.
    e. The students will then be asked to write a brief summary of the letter they have chosen.
    f. The students will then be asked to share their summaries with the class. (At lease one summary from each one of the letters)

[25 minutes]

2. Next, the students will be composing letters from the perspective of a soldier in World War I.
    a. The students will be instructed to write a letter pretending to be a soldier in World War I.
    b. The students will be able to use the primary source letters as an example.
    c. The Teacher will write the following instructions on the board:
        - Your letter must show knowledge of World War I:
            - Date your letter within the timeframe of World War I
            - Add a location
            - Discuss at least one battle we have learned about

        - Discuss some of the new technology from World War I
    - Your letter should have a personal tone:
        - Address your letter to someone specific (Ex: Mom, Sibling, Significant other)
        - Discuss personal experiences of the war
        - Discuss personal opinions of the war
        - Share how you are feeling at the time of writing your letter
        - Sign your name (Real or Imagined)
    - Be creative!

d. Students will be able to use the remainder of the class time to work on their letter.
e. The will have access to their peers, the classroom computers, their notes, and the teacher to use as references.
f. The students will be told to attach their primary source letter, their summary, and their written letter to their ILL notebook.

XII. Closure: [5 minutes]

The students will be told that if they did not finish their letter today, it is assigned for homework. At the beginning of the class the next day, the summary and the letter will be collected and graded. The picture from the beginning of the class will be projected back onto the board. The students will be asked if their initial ideas about this picture have changed. The students will be asked to share their thoughts with the class and share why their initial thoughts have changed.

Accommodations/ Differentiation/ Special Needs: None needed for this particular plan.

Methods of Evaluation:

- The students will be given a participation grade for participating in the class discussion of the picture. The teacher will observe which students are listening and answering questions. [2.1, 2.2, 5.1, 8.1, 10.1, 11.1]
- The students will be graded on their summary of the primary source. The teacher will check this for accuracy and completion. This summary will be checked with the ILL. Throughout the unit the students' ILL will be checked for completion of activities. [2.1, 2.2, 4.2, 4.3, 4.4, 5.1, 8.1, 10.2, CCSS-ELA-RH-(7)-1, CCSS-ELA-RH-(7)-4, Essential Strands 7.H.1, 7.H.2]
- The students will be given a grade on their World War I perspective letter. Their use of creative elements, the inclusion of specific tone elements, the incorporation of a battle, the mention of World War I technology, and the use of accurate dates and locations will be evaluated within this assignment. [2.3, 4.2, 4.3, 4.4, 5.1, 7.1, 8.1, 8.2, 10.2, 10.3, CCSS-ELA-W-(7)-3, Essential Strands 7.H.1, 7.H.2]

References:

Earley, F. (1998, Nov 3). Letters home: Pray for me. *British brodcasting corporation news*. Retrieved from http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/194954.stm

Milne, J. (1998, Nov 2). Letters home: Over the top. *British brodcasting corporation news*. Retrieved from http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/194197.stm

Poole, E. J. (1998, Nov 3). Letters home: Becoming a man. *British brodcasting corporation news*. Retrieved from http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/203846.stm

Rowlands, L. (1998, Nov 3). Letters home: The real state of affairs. *British brodcasting corporation news*. Retrieved from

Wister, J. C. (1917). *Bunkhous: Augusta arsenal training school*. [Web Photo]. Retrieved from http://www.loc.gov/exhibits/treasures/images/vh0044s.jpg

In Retrospect:

Becoming a Man

Context: EJ 'Ted' Poole was the younger brother of a soldier who was killed at the third battle of Ypres in 1917. The young Ted was conscripted in May 1918 and trained at Aldershot, from where the letter below was posted. It is clear he was replying to the concerned enquiries of his father, who, having already lost one son, wanted Ted to become a good soldier in the hope that it would improve his chances of survival. Ted, who was sent to France in August 1918, wrote that he sure that the training would "either make a man of me or kill me". Scarcely two months later, on 13 October, he was killed in action. He was 18.

28th May, 1918,

Dear Father,

Just a few lines in answer to your letter which I received today.

Yes I have got used to the puttees, as they have shaped to my legs by now. And I am getting used to my other things now, as I have been dished out with a rifle and bayonet, and now when I go on parade I have got to wear my belt, bayonet and cartridge pouch and also take the rifle.

They have been teaching us bayonet fighting today and I can tell you it makes your arms ache, when you make a point that is, when you lunge out at imaginary enemy, with the rifle at arms length. I think with this hard training they will either make a man of me or kill me. You ought to see me in my Shrapnel Helmet and Gas Mask, it would make you laugh, especially as the helmet wobbles from side to side, every time I walk.

Yes I got my food alright and you can have supper if you like to go for it, and you can bet I always go for supper. I am taking your advice and eating all I can.

Yes I did remember Dolly's birthday and I have sent her a little badge of my Regiment which she asked for and which I expect you have received by now. You will have to tell Miss Farmer that I think she will have to wait another two months before she sees me on leave.

I will see the officer about the allowance in a day or so, as I have heard today that two or three boys mothers are receiving an allowance, but I don't know how much.

Well, I think I will have to close now. As I haven't anything more to say just at present. Hoping you are quite well.

From your loving son,

Ted.

PS. Love to Dolly and Frank

Retrieved From: BBC News
Letters From Home Becoming a man
http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/203846.stm

Over the Top

Context: Company Sergeant-Major James Milne wrote this poignant letter to his wife moments before he was ordered over the top.
It was to be delivered in the event of his death - but luckily James Milne survived and was later reunited with his family.

July 20, 1918

My own beloved wife

I do not know how to start this letter. The circumstances are different from any under which I ever wrote before. I am not to post it but will leave it in my pocket, if anything happens to me someone will perhaps post it. We are going over the top this afternoon and only God in Heaven knows who will come out of it alive.

I am in his hands and whatever happens I will look to him in this world and the world to come. If I am called my regret is that I leave you and my bairns. I go to him with your dear face the last vision on earth I shall see and your name upon my lips, you the best of women. You will look after by Darling Bairns for me and tell them how their daddy died.

Oh! How I love you all and as I sit here waiting I wonder what you are doing at home. I must not do that. It is hard enough sitting waiting. We may move at any minute. When this reaches you for me there will be no more war, only eternal peace and waiting for you.

It is a legacy of struggle for you but God will look after you and we shall meet again when there will be no more parting. I am to write no more sweetheart... Kiss the Bairns for me once more. I dare not think of them my Darlings.

Goodbye, you best of women and best of wives, my beloved sweetheart. May God in his mercy look over you and bless you all... May he in that same mercy preserve me today.
Eternal love
from Yours for evermore
Jim xxxxxxxx

Retrieved From: BBC News
Letters from Home Over the Top
http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/194197.stm

Pray for Me

Context: Lance-Corporal Frank Earley was a young journalist from Derby who regularly wrote to his family from the front. His letters were normally full of enthusiasm and excitement. In July 1918 he wrote, "As you see, I am still alive and well, and as usual enjoying life to the full." It is only in his very last letter, on 1 September 1918, that he revealed his more reflective side. The next day Frank Earley suffered a serious wound to his chest and died some hours later. He was 19.

Sunday afternoon, 1 Sep, 1918.

My dear Father, It is a strange feeling to me but a very real one, that every letter now that I write home to you or to the little sisters may be the last that I shall write or you read. I do not want you to think that I am depressed; indeed on the contrary, I am very cheerful. But out here, in odd moments the realization comes to me of how close death is to us. A week ago I was talking with a man, a catholic, from Preston, who had been out here for nearly four years, untouched. He was looking forward with certainty to going on leave soon. And now he is dead - killed in a moment during our last advance. Well it was God's will.

I say this to you because I hope that you will realize, as I do, the possibility of the like happening to myself. I feel very glad myself that I can look the fact in the face without fear or misgiving. Much as I hope to live thro' it all for your sakes and my little sisters! I am quite prepared to give my life as so many have done before me. All I can do is put myself in God's hands for him to decide, and you and the little ones pray for me to the Sacred Heart and Our Lady.

I hope that you will not move out of the old house yet. Write and let me know when anything happens. I see that you went to Preston a few days ago. It seems years and years since I tried to get drowned in the canal.

Well I have not much time left and I must end.
With my dear love.
Pray for me.
Your son
Frank.

Retrieved From: BBC News
Letters Home Pray for Me
http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/194954.stm

The Real State of Affairs

Context: Tired of fighting at the front Laurie Rowlands wrote a frank letter to his sweetheart Alice, in which he revealed his fears and the low morale of his comrades.
DL Rowlands, who served with the 15th Battalion Durham Light Infantry, also described his part in the battle of Brookseinde, at the third battle of Ypres.
5/2/18 France Evening

Sweetheart Mine,

Now barring accidents you will get to know all about it. I know you will have a big surprise when you get this letter - I hope it lands without mishap. If anybody in authority was to see it!

Of course you have guessed by now where I had my first experience of the line. Yes, it was on the Ypres salient... Oh it was a lovely 'baptism of fire' that night. We had to dig ourselves in and early in the morning Fritz started straffing.

Oh Lord, if ever a fellow was afraid, absolutely frightened to death, it was this child. Then one of my Section took shell shock when a big 'un dropped a couple of yards off the parapet and then the instinct of the leader, or one whose place it is to lead, came to the top and I became as cool and steady as a rock. I had twelve men when we went in, I came out with three. Oh it was ghastly.

Perhaps you would like to know something of the spirit of the men out here now. Well the truth is (and as I said before I'd be shot if anyone of importance collared this missive) every man Jack is fed up almost past bearing, and not a single one has an ounce of what we call patriotism left in him. No-one cares a rap whether Germany has Alsace, Belgium or France too for that matter. All that every man desires now is to get done with it and go home. Now that's the honest truth, and any man who has been out within the last few months will tell you the same.

In fact, and this is no exaggeration, the greatest hope of a great majority of the men is that rioting and revolt at home will force the government to pack in on any terms. Now you've got the real state of affairs 'right from the horse's mouth' as it were.

I may add that I too have lost pretty nearly all the patriotism that I had left, its just the thought of you all over there, you who love and trust me to do my share of the job that is necessary for your safety and freedom. It's just that that keeps me going and enables me to 'stick it'. As for religion, God forgive us all, it hasn't a place in one out of a million of the thoughts that hourly occupy men's minds...

God bless you darling and all those I love and who love me, for without their love and trust I would faint and fail. But don't worry dear heart o' mine, for I shall carry on to the end be it bitter or sweet, with my loved ones ever my first thought and care, my guide inspirations and spur.

Au revoir my own sweetheart and God will keep you safe till the storm's over, with all my heart's deepest love.

Your own loving

Laurie

P.S. There are only I believe about 40 in this company due to leave before me now, so I may not, with any sort of luck, be more than six or eight weeks after this epistle.

Retrieved From: BBC News
Letters from Home The Real State of Affairs
http://news.bbc.co.uk/2/hi/special_report/1998/10/98/world_war_i/194930.stm

Part III:
Evaluation

1. Evaluation Philosophy Statement
2. List of Evaluation Strategies

Evaluation Philosophy Statement

I believe that evaluation is an essential part of the educational system. Formal and informal evaluation is key for students' success. A teacher should use evaluation as a means for judging students' understanding and comprehension. Education is a building process; every lesson, unit, and school year builds upon each other. It is the teacher's responsibility to insure the students are prepared to move to the next topic. Evaluation should be used to gauge the students' progress. Evaluation should be used everyday in the classroom to insure the students are ready to go to the next level.

My unit is one that focuses on the student. I will base my evaluation off the individual student and their abilities. I will base my grading off of student improvement. I do not believe it is fair to compare students. Each student is an individual and should be evaluated as an individual. During my time teaching, I want to see my students grow. I will be evaluating my students by the growth I see within this unit and not by the end product.

Throughout my unit I use informal evaluation to quickly gauge the students' comprehension. The informal evaluation I have used in my unit is largely based off my observations of the students. I will be vigilantly watching for students' participation, comprehension, completion of individual work, and completion of group work. I will judge the students understanding and comprehension by their facial expression. I will be able to observe if they are paying attention, confused, or lost by the looks on their faces. I plan on giving a daily participation grade. This grade will come from participating in activities, classroom discussion, individual work, and collaborative work. The majority of the work I have assigned will be graded for completion only. I believe that it is more important for students to show me their effort in these activities. When checking for completion, it will be clear who understands the concepts and who is participating in the activities.

Within my unit I use very little formal assessment. There are only five assignments that I plan on giving a letter grade to. The biggest of these assignments is the ILL notebook. This notebook is a culmination of all the work they completed within this unit. The majority of the work will only be graded for completion. The students will receive a high grade if they have made the effort to complete all the guided notes and activities. This is a great way for students to boost their grade. Every student learns and performs differently. This is why I have created three large graded activities to supplement the test. These activities range from group work, individual work, creative writing, and art. These three projects give the students an opportunity to display their knowledge in different forms. This will help the students who are not great test takers. Providing the students with a variety of formal assessments will allow me to truly evaluate their knowledge.

I believe school is an opportunity to grow personally and academically. I believe that a wide variety of evaluation allows students to grow. By providing a variety, I am allowing students to showcase who they are. Every student has the ability to succeed, although his or her success may be overlooked because it cannot be evaluated by typical educational assessment. It is my hope that my classroom will be a space where students will be evaluated by strengths. It does not matter what

format evaluation takes as long as I can see the student has the knowledge to succeed.

Methods of Evaluation

Below, you will find a list of my evaluation strategies for this unit. I have separated these into informal and formal. Under each heading, you will find the name of what I will be evaluating, the type of grade, and how I will evaluate.

Informal

- Observation of Students' Understanding (Not Graded)
    - Facial Expressions
    - Responses to Guided Questions
    - Participation in Individual/Group Work
- Observations of Participation in Class Discussions (Class Participation Grade)
    - Listening
    - Participating in Discussion
    - Staying on Topic
- Observations of Individual Work (Class Participation Grade)
    - Completion of In-Class Work
    - Following Directions
- Observations of Group Work (Class Participation Grade)
    - Completion of Assignment
    - Working Together
    - Sharing the Workload
    - Participating in all Aspects
        - Brainstorming, Research, Creating, Writing, Presenting, etc.
- Students' Guided Notes (Not Graded)
    - These will be checked for completion
- Observation of In-Class Reading (Class Participation Grade)
    - Listening
    - Reading Aloud
    - Answering Guided Questions
    - Annotating Article
- Exit Pass (Not Graded)
    - Displays Understanding
- In-Class Writing Prompts (Class Participation Grade)
    - Writing thoughtful responses
    - Sharing Ideas
    - Participating in Post-Writing Discussion
- In-Class Debate (Class Participation Grade)
    - Displays Understanding of the Topic
    - Answers Questions thoughtfully
- Presentations (Class Participation Grade)
    - Group/Individual is prepared

        - Covers all necessary aspects
        - Completed all the prior research

Formal (Letter Grade Given)

- ILL Notebooks
    - Completion of all Materials
    - Completion of all Guided Notes
    - Complete (has all the required handouts/notes/activities attached)
- Unification of Italy-Journal Activity
    - This assignment will be given a grade when they ILL is collected
    - The grade will be determined by:
        - The incorporation of two historical figures
        - The incorporation of the Crimean War
        - A clear opinion of the unification of Italy
- Causes of WWI Poster Activity
    - Poster: (Group Grade)
        - Displays three reasons why the world should/should not go to war
        - Incorporated one cause of WWI
            - Pro-War: How this cause should be seen as a reason to go to war
            - Anti-War: How this cause should be seen a reason not to go to war
        - Has a creative title
        - Is alluring to a potential voter
        - Presentation of information
    - Direction Sheet: (Individual Grade)
        - Completed
        - Member participation in the activity- this will also be observed by the teacher during the activity/presentation
- WWI Soldier Letter
    - Includes all aspects:
        - Date, location, one battle, new technology, specifically addressed, displays personal experiences, personal opinions.
- Unit Test
    - Displays understanding of all topics related to Nationalism, Imperialism, and WWI.
    - Test Components:
        - Multiple Choice
        - Short Answer
        - Essay

Part IV:
Works Cited and Reflective Addendum

1. List of Works Cited
2. Letter to the reader

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Reflective Addendum

Dear Reader,

The theme for my unit is Change, Conflict, and Consequences. I thought about this theme during the entire creation process of my unit. I have incorporated this theme in every lesson plan. Deciding on a theme was a lot more difficult than I expected. I wanted a theme that would intrigue students, could be related to the students' personal lives, and would correlate with the subject matter. This was an extremely complex task. I started by figuring out what exactly I needed to teach content wise. My cooperating teacher told me that I would need to cover Nationalism, Imperialism and World War I. These topics were so varied that I feared I would be unable to connect them with a central theme. I began by listing overall general ideas for Nationalism, Imperialism, and World War I. I began to notice that there were three similar ideas in each topic. These ideas were Change, Conflict, and Consequences. I really liked how you would see these three ideas within Nationalism, Imperialism, and World War I. These ideas would also relate to the students because they are consistently in a state of change. They see conflict throughout their lives, and need to become more aware of the consequences. I believe that the theme of Change, Conflict, and Consequences will intrigue the students and provide a connection between historical content and the students' personal lives.

I believe that the unit I have created is very strong in content and instruction. I have created a unit that is student centered. I have achieved this by limiting direct instruction and utilizing student centered learning activities. I have accomplished this by incorporating inquiry based learning and collaborative work. In my unit, the students are in charge of their own learning. I believe this method makes learning more meaningful and interesting to the students. Many of the activities within my unit plan draw on the creative abilities of the students. In my opinion, incorporating creative activities within my unit helps to make it stronger and more accommodating to individual student achievement. These creative elements allow for the students to display their knowledge in various ways. Students are able to individualize their products. I encourage students to add their own creativity to each assignment. I believe this causes students to become more invested in the material and the activity. I feel that I have made the content and the activities relatable to the students' personal lives. By using assignments that allow students to explore history on a personal level, they are able to relate to the material and are provided with a clearer understanding of historical figures and events. The largest strength of my unit plan is my system of varied evaluation. Many avenues are provided by which students are able to display their knowledge and become successful.

Although my unit plan is completed, I still view it as a work in progress. There is always more I can do to improve and expand on what I have accomplished so far. If I had more time at my disposal, I would first fully develop all seventeen of

my lesson plans. Included in this unit I have four detailed lesson plans. I would like to have every day in this unit done in this manner. This would include the creation of all materials and a detailed daily narrative. This would provide an extremely precise framework for my student teaching experience. If more time was available, I would have also liked to include a grading scale and point system. This would have allowed me to better display how I intend to evaluate the students' process knowledge, growth, and success.

During the creating process, I found several limitations that restricted my preferred method of instruction. First I found myself struggling to address all the necessary material in a very short period of time. The topics of Nationalism, Imperialism, and World War I are vast and extensive. I had to find a way to cover these topics within a restricted timeframe. This limited my ability to display all of the various details associated with these topics in my instruction. As a young pre-service teacher, I intended to incorporate technology frequently. At the school I will be teaching there are limited technological resources available to me. I had to adapt my instruction in order to accommodate for the limited resources. While creating my unit, I learned how to adapt and repurpose my instruction in order to work with these limitations.

While implementing my unit in the classroom I will need to pay attention to several aspects of my instruction. It is important that I pay attention to the students' needs and understanding. My unit is extremely fast paced. It will be key that I pay attention to their retention level and understanding. I will accomplish this by observing the students' participation and activities. I intend to constantly be evaluating my instruction. If the students are falling behind it is imperative that I slow down and review. I want my students to be successful in my unit. I also need to pay close attention to the activities that work and those that do not. If the students are not responding to a particular activity, I need to be able to change my strategies and approach the instruction from a different perspective. The majority of my unit focuses on the students' process. It will be vital for me to observe the students' work and growth throughout my unit. I want to evaluate my students on their journey and not just the finished product.

On a scale one to four, I would place my unit plan at a four. I am extremely proud of what I have accomplished. I believe that my unit plan is extremely detailed. If another teacher were to teach my unit they would have very few questions for me. In my opinion, my lessons are extremely innovative and interesting. My student centered lesson plans allow for maximum retention and success. Every day of my unit is completely filled. Students will be constantly learning, creating, and achieving! I believe that by limiting direct instruction I have created a fun and meaningful learning environment. I have kept my students in mind during the entire creation process. I cannot wait to implement this unit and discover how the students respond.

If I were discussing this project with a future student, I would advise them to start as early as possible. This project is extremely detailed and extensive. This is not a project that should be or can be left until the last minute. If I were to have waited until the end of the semester to complete this project, it would not have been something that I was proud of or something I could have turned in. It is key to follow the specific deadlines set forth, the instructions/rubric carefully, to get feedback, and make many revisions. I would recommend to carefully read through all instructions, rubrics, and examples before beginning this project. This will provide a complete understanding of the project and its extent. I believe the requirements of this project allowed me to see the details that go into preparing for teaching an actual unit. This project allowed me to carefully plan for my student teaching experience. The only suggestion I would make in regards to this project is introducing the requirements as early as possible. I would have liked to have more time with the instructions to familiarize myself with the requirements. Overall, I found this project to be an enlightening experience and essential to my success as a pre-service teacher.

Alexandra Goforth